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ABSTRACT

Intended to help those interested in preparing a plan for integration of students with moderate and severe handicaps, the manual presents a compilation of journal articles, book excerpts, and other materials on practical integration approaches. The initial section addresses philosophical issues in integration of severely handicapped students. Integration strategies are the focus of the second section, which covers such topics as faculty preparation, factors in designing an integration plan, and ways in which educational programs can foster community involvement for severely handicapped students. The concluding section, on resources, includes an annotated bibliography for young people and a series of bibliographies on systems change and on the effects of integration on children (including their attitudes and interactions, social skill development, and peer tutoring). (CL)

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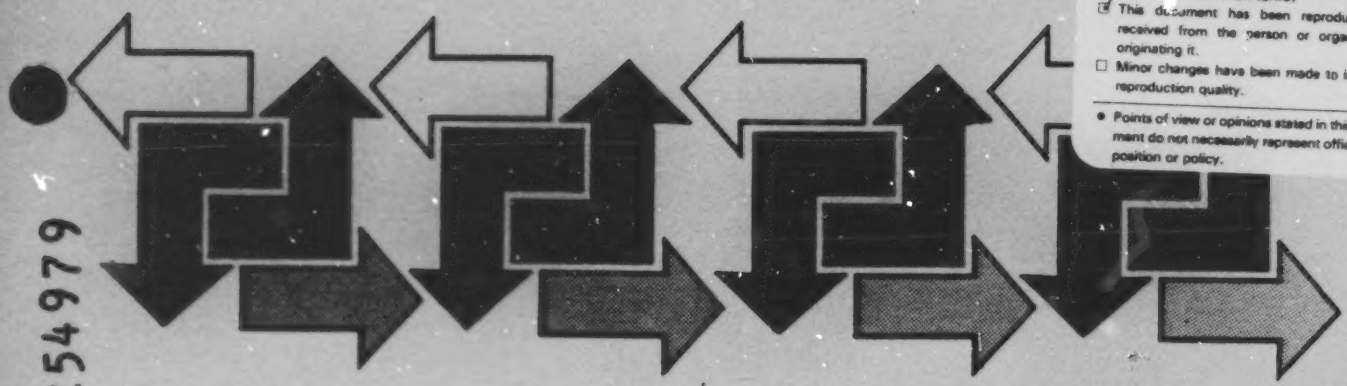

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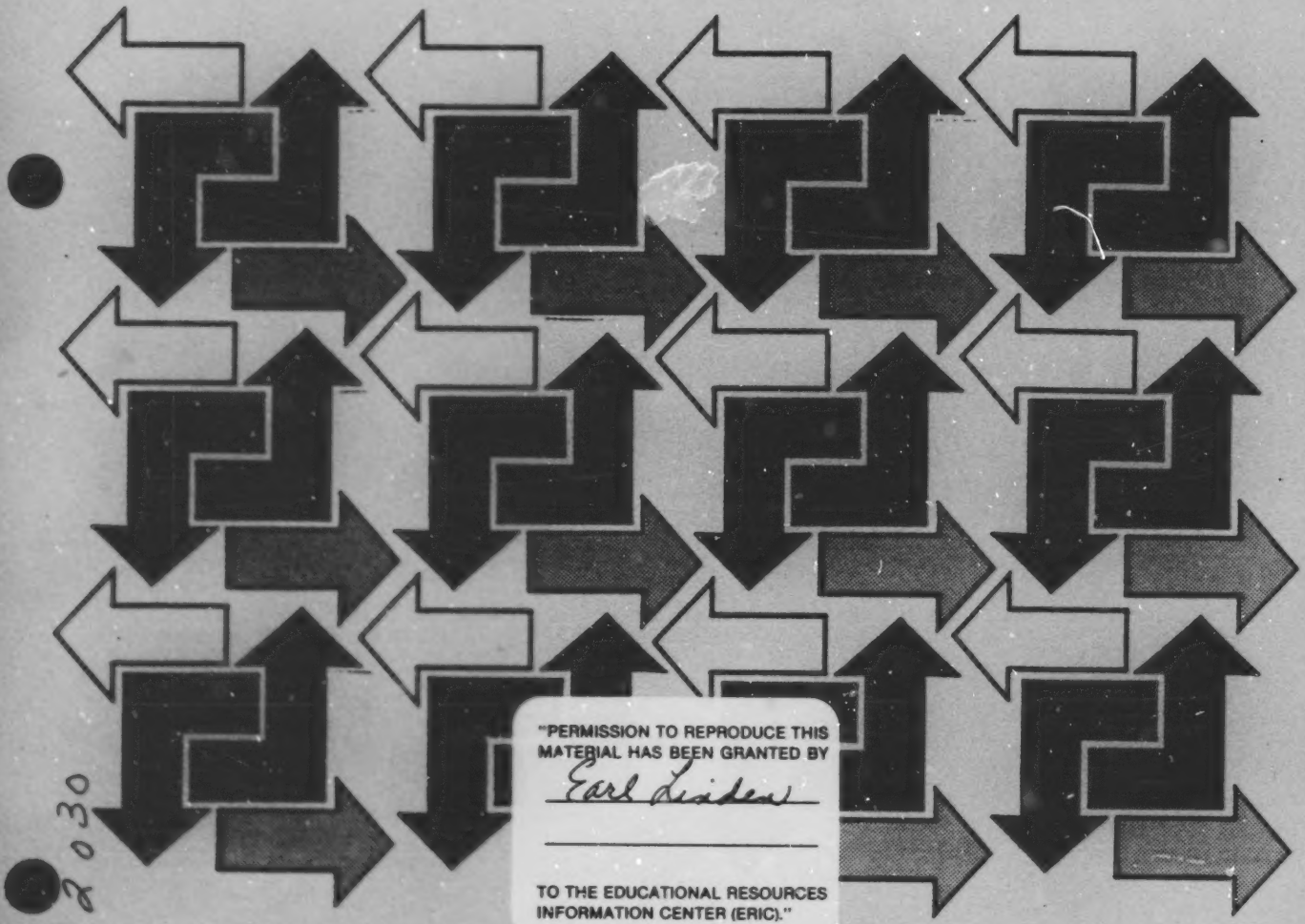

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INTRODUCTION

INTRODUCTION

The right of an individual to a free appropriate public education in the least restrictive environment is a major premise of The Education for All Handicapped Children Act (P.L. 94-142, 1975). Increased numbers of students with severe handicaps are being educated in settings with their nonhandicapped peers. Wilcox and Sailor (1980) stress that the major integration issues to be addressed by administrators, educators, and parents should no longer focus on "does integration work?" Instead, efforts should be directed to "how to make integration work." The purpose of integration is not simply the physical placement of the student with special needs in the public schools and community; rather, integration activities should result in regular and sustained interactions between nonhandicapped students and students with special needs (Taylor, 1982).

In planning for integration, four process levels must be considered. At the most basic level is physical integration. The use of this term refers to the location of a special program in a school building with regular education programs. Too many integration plans stop here! Functional integration is used to describe situations where severely handicapped students and their nonhandicapped peers simultaneously use school facilities and resources. Social integration refers to regular personal interactions between severely handicapped and nonhandicapped students. Finally, societal integration refers to the extent to which severely handicapped students utlimately can work, live, and recreate with nonhandicapped citizens.

In order to achieve societal integration, local and area education agencies must carefully plan for integration.

The purpose of this document is to provide resources to those who wish to prepare a plan for integration. It is a compilation of journal articles, excerpts from books, and other material written by individuals who have had direct experience in addressing the practical issues involved in the integration of students with moderate and severe handicaps. The material presented comes from the philosophic perspective that integration is in the best interests of all students, their families, and the general public.

In addition to this document, the Iowa Department of Public Instruction, Special Education Division, is forming an eight-person integration team to assist intermediate and local education agencies in planning and implementing strategies for integration.

We encourage you to use these resources as you plan for and implement integration strategies throughout Iowa.

Steven A. Maurer
Editor

Taylor, S. Making integration work: Strategies for educating students with severe disabilities in regular schools. Counterpoint, 1982, 2, 1, 30.

Wilcox, B., and Sailor, W. Service delivery issues: Integrated education systems. In B. Wilcox and R. York (Eds.), Quality education for the severely handicapped: The federal investment. Washington, D.C.: U.S. Department of Education, 1980, 277-304.

PHILOSOPHY

Opportunities Available When Severely Handicapped Students Attend Chronological Age Appropriate Regular Schools[1]

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Two issues confronting those concerned with providing educational services to severely handicapped students are extremely important and controversial: (a) the locations in which services are provided, and (b) the nature of those services. Issues related to the locations in which educational and related services are provided and how they affect the range, quality, and substantive nature of those services are addressed in this paper. The basic position offered is that it is in the best interests of students, their families, and the public for handicapped students to attend, in accordance with the natural proportion, special education classes in chronological age appropriate regular schools that are close to their homes. Some of the reasons given are that regular schools are inherently more accessible, they provide enhanced opportunities for maximal participation, and they are relatively cost efficient. In addition, regular schools offer more positive psychological and social working environments, allow provision of more acceptable related services, provide critically needed benefits to nonhandicapped students and other nonhandicapped persons, and afford benefits to severely handicapped students that would not otherwise accrue.

If the goal of educational programs is to teach functioning in postschool environments that contain only severely handicapped adults, perhaps providing educational services in "handicapped only" environments might be reasonably preparatory. However, given the large amounts of rapidly accumulating evidence and experience (Rynders, Johnson, & Johnson, 1980; VanDeventer, Yelinek, Brown, Schroeder, Loomis, & Gruenewald, 1981; Voeltz, 1980a, 1980b, 1982) and reasonable amounts of logic and common sense, such goals are limiting, cost inefficient, anachronistic, and devaluing—and therefore educationally untenable. Alternatively, the goal of educational programs for severely handicapped students must be maximal involvement in the widest possible variety of domestic, recreation/leisure, vocational, and general community postschool environments that contain both handi-

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capped and nonhandicapped persons. Therefore, experiences offered from birth through age 22 must be functionally representative of that variety of heterogeneous postschool environments. Stated negatively, segregation begets segregation; i.e., if an individual does not grow up interacting with a variety of handicapped and nonhandicapped persons, s/he will be different from those who do, and the chances are great that the differences will be deficits that will restrict his/her life in adulthood. Thus, segregated schools are neither in the public interest nor in the interest of severely handicapped students.

Severely handicapped students should be based in chronological age appropriate regular schools that are both close to their homes and in accordance with the natural proportion because the attendant benefits are far superior to those that can accrue from a segregated experience. Before discussing many of these benefits, it seems appropriate to delineate some of the conceptual and programmatic assumptions upon which such a premise is based.

First, any developmentally meaningful skill, attitude, or experience that can be developed or offered in a segregated school can also be developed or offered in a chronological age appropriate regular school. The inverse is not true. Much that is extremely important to the development of a severely handicapped student cannot be experienced in a segregated school. Segregated schools are inherently restrictive in that it is extremely unlikely that many skills, attitudes, and values critically needed by both severely handicapped and nonhandicapped students can be developed.

Second, educational and related services should contribute substantially toward generating the most individually habilitative total life spaces possible. Severely handicapped students are in need of the high quality expertise often ascribed to physical, speech, and occupational therapists and other professionals 24 hours per day, 7 days per week, each week of the year. It is not to be construed that direct services should be provided by professional personnel each minute of each day, but rather that their functional expertise be brought to bear on the significant environments, activities, and persons to which and to whom an individual is exposed. The positive effects of 1 hour of physical therapy per day provided by a competent therapist will be minimized or even neutralized by long bus rides to and from school, by long periods of inactivity after school and on weekends, by the well meaning but nevertheless antihabilitative involvement of unskilled persons, and/or by the lack of meaningful communication between home and school.

Third, it is doubtful that substantially more than 1% of the population at any age from birth through 21 will be labeled intellectually severely handicapped. This 1% approximation is referred to as the *natural proportion*. Severely handicapped students develop most when in the physical, social, contextual, and intellectual presence of nonhandicapped persons in reasonable approximations to the natural proportion. Conversely, they develop least in environments in which substantially more than 1% of the population is severely handicapped. The higher the proportion of severely handicapped students in any environment, the greater the probability of segregation, establishment of ghettos, or a "them" as opposed to an "individual" orientation.

Fourth, the *place phenomenon*, or the tendency of nonhandicapped persons to establish, maintain, and defend "places for them," or "places where they can be together," must be rejected as inherently restrictive in that it allows educators to confine services to a place and then to require that a severely handicapped student get to that place or be denied the much-needed services. The converse is clearly more credible. A student should be placed in environments that are individually the most habilitative or least restrictive, and critically needed educational and related services should then be assigned to that student.

Fifth, any environment that can be reasonably considered least restrictive or most habilitative must include opportunities for longitudinal and comprehensive interactions with nonhandicapped age peers and others; must provide the extensive range of experiences necessary to prepare for functioning in a wide variety of heterogeneous nonschool and postschool environments; must allow for constructive participation; and must offer the rich variety of sights, sounds, smells, spontaneous happenings, and general unpredictability that characterize heterogeneous environments and that are so important for maximal development and functioning (Falvey, Brown, Lyon, Baumgart, & Schroeder, 1980; Warren, Rogers-Warren, Baer, & Guess, 1980).

Finally, any educational program must address, in instructionally defensible ways, both the general acquisition and performance characteristics of severely handicapped students as well as the unique characteristics of an individual student. More specifically, it is quite well established that the more intellectually handicapped a person is, the more difficulties s/he will encounter when relating to such critical learning and performance phenomena as stimulus generalization, transfer of training, the number of instructional opportunities needed to reach meaningful performance criteria, the number and complexity of skills that can be learned in a 21-year period, retention and recoupment (i.e., the time and effort necessary to reteach to original performance criteria), the ability to synthesize, and the ability to generate new from existing information (Brown, Nisbet, Ford, Sweet, Shiraga, and Loomis, 1982).

Because of these and many other acquisition and performance difficulties, educational services must be at least slightly different both in kind and degree from

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those offered nonhandicapped students. For example, if a student manifests relatively serious retention and recoupment difficulties, extended periods of time during which instruction is not provided must not be allowed. If serious deficiencies in the areas of stimulus generalization, transfer of training, and performance across persons, places, materials, and language cues can be reasonably assumed, then direct instruction in the actual environments in which a student is being prepared to function must be provided. If the ability to synthesize skills acquired in an isolated manner has not been demonstrated, instruction using environments and activities that require minimal reliance upon such skills must be utilized.

In sum, providing educational services to severely handicapped students in chronological age appropriate regular schools that are close to their homes and in accordance with the natural proportion affords many potential benefits to all of us. Some, but certainly not all, of those benefits are discussed briefly below.

Accessibility

Accessibility refers to the relative ease or difficulty encountered when attempting to utilize the variety of environments and activities available to nonhandicapped persons. A class based in a chronological age appropriate regular school is inherently more accessible to critically important environments, activities, and persons than a class placed in a segregated school for at least the following reasons.

First, a regular school is usually geographically closer to the homes of the students than is a segregated school, and is thereby economically and temporally more efficient to access. Obviously, this relative proximity reduces the average amount of time per day needed to get to and from school. Transportation time, which is usually 'dead' or 'wasted' time, can be reduced, and students can engage in more acceptable alternatives:

(a) having more time to play with siblings and neighbors before starting to school;

(b) getting to school earlier and leaving later in order to engage in heterogeneous recreational activities; and

(c) engaging in school sponsored extracurricular activities.

Second, severely handicapped students are in dire need of developmentally sound environments, activities, and services each minute of each day. If a school is remote from a home, it is extremely difficult for most parents, and virtually impossible for others, to communicate meaningfully, to visit frequently, or to become actively involved in the trans-disciplinary and trans-environmental programming so vital for maximal growth. Certainly, a school could be across the street from a home and significant others still might not be sufficiently involved, but the issue addressed here is opportunity. Consider the following realities:

(a) some parents cannot afford the cost of travel;

(b) some parents work and do not have sufficient or convenient time available or cannot afford the cost of taking off from work; and

(c) teachers and therapy personnel must travel long distances to provide much needed training and technical assistance to parents, siblings, babysitters, etc.

Third, the friendships of children and young adults are most often established and cultivated in schools and neighborhoods. Segregation going to and from school and during the school day denies access to important social relationships with nonhandicapped neighbors.

Fourth, it is becoming increasingly obvious that severely handicapped students benefit most when provided direct and systematic instruction in both school and nonschool environments. Segregated schools are often located in places that are not in close proximity to critical nonschool instructional environments, whereas the opposite is characteristic of large numbers of regular schools (Brown, et al., 1982).

Fifth, if such related services as occupational, physical, and speech and language therapy are to be of reasonable value, they must be infused into the life space of a student. A regular school close to home facilitates such infusions.

Sixth, segregated schools almost always require transportation on handicapped-only buses, which arrive at the start of school and leave immediately after. Handicapped students are thus deprived of access to extracurricular and other activities to which nonhandicapped students have access.

Finally, there are times when it is necessary for parents to transport their children to and from school, for example when a student misses a school bus or becomes ill at school, when weather is inclement, or when management-labor difficulties prevent school buses from operating. In such situations, it is important that schools be geographically and temporally accessible to home.

Maximal Participation

Severely handicapped students should be allowed life spaces that both require and ensure *maximal participation*. That is, as many minutes per day as possible should be spent in constructive and clearly habilitative environments and activities, and as few minutes as possible per day should be spent in restrictive, neutral, or antihabilitative environments and activities. Many classrooms contain one teacher, a fulltime aide, and from six to 10 severely handicapped students. Because it is often assumed that most can develop or function best with one-to-one instruction, it logically follows

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that at any point in time several students will not be receiving direct instruction. This phenomenon often results in large amounts of dead time. Or, as is often the situation with students with severe motor difficulties, many time periods are occupied with zero or close to zero response levels. In regular schools, nonhandicapped student volunteers can be used extremely effectively to minimize dead time and to increase the proportion of direct instruction.

Additionally, students who attend segregated schools do not have as many opportunities to develop skills needed to function in environments that contain many different kinds and degrees of stimulation, or those skills needed to tolerate and cope with the enormous number of continuous changes and spontaneous events that nonhandicapped persons encounter in everyday life. It seems reasonable that the more severely handicapped persons become involved in the life spaces of nonhandicapped students, the more likely they are to experience the wide varieties of sounds, colors, movements, and touches that are so critical to development. The variety and spontaneity of stimuli and happenings indigenous to almost all heterogeneous environments can never really be simulated acceptably in segregated environments.

Relative Cost

Providing educational and related services in naturally proportioned, chronological age appropriate regular schools that are close to home can be less costly than services in segregated schools for several reasons.

First, in most segregated schools nearly all students are transported at public expense, and most are transported unnecessarily long distances at fixed costs per mile. Indeed, there are segregated schools that expend 50% to 60% of their total budget on oil products, the purchase and maintenance of grossly underutilized vehicles, mechanics, watchpersons, drivers, aides, and insurance. Providing services close to homes can reduce the percentage of total budget dollars devoted to transportation. Conversely, the percentage devoted to direct instruction can be increased substantially. It could be argued that there are regular schools to which all students are bused. Provision of special services in these regular schools would still be less expensive than segregated services, because the same routes, buses, drivers, etc., can be maximally utilized. Furthermore, the overwhelming majority of severely handicapped students live in urban or suburban areas, and as more and more attend regular schools in their neighborhoods or relatively close to their homes, it is becoming increasingly common to observe some of the following less expensive transportation options:

(a) parents or siblings walking or wheeling their severely handicapped family member to and from school;

(b) buddy systems in which a nonhandicapped neighbor volunteers to take a severely handicapped student to and from school;

(c) severely handicapped students walking or wheeling to school with nonhandicapped students;

(d) severely handicapped students being taught to ambulate to and from school by aides or teachers; and

(e) severely handicapped students using the same school or public buses as nonhandicapped students.

Second, many of the actions performed by special education administrators are quite similar to or are the same as those performed by regular education administrators. Ordering instructional materials, addressing personnel problems, relating to parents and families, and arranging for transportation are but a few examples. Having one set of educational administrators perform such functions reduces costly overlap. Additionally, many others who provide services to nonhandicapped students, including secretaries, nurses, librarians, and physical education and music teachers, can also provide services to severely handicapped students.

Third, many regular schools operating at less than capacity can be utilized quite well by severely handicapped students with resulting savings in heat, lights, maintenance, telephone service, supplies, and general equipment.

Finally, segregated schools produce graduates who have extremely limited chances of functioning in nonsegregated postschool environments. Institution wards, sheltered workshops, and activity centers as alternatives are ridiculously cost inefficient when compared to heterogeneous postschool environments (Brown, Shiraga, Ford, VanDeventer, Nisbet, Loomis, & Sweet, 1983; Hill & Wehman, 1982; Schneider, Martin, & Rusch, 1981; Taylor, McCord, & Searl, 1981).

Psychological and Social Effects of Segregation on Personnel

Segregated schools are too often breeding grounds for negative psychological and social outcomes. Certainly, while such negative outcomes can develop in all schools, many can be attenuated in regular schools.

In environments that contain only handicapped students, employees often desensitize to, learn to tolerate, ignore, reinforce, and even attempt to justify many maladaptive actions such as nosepicking, public masturbation, body rocking, childish play, and incessant irrelevant verbalizations. Sooner or later, the pressure from these different kinds and intense degrees of deviant actions wears down, overwhelms, and otherwise discourages or depresses direct care personnel.

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In naturally proportioned environments, severely handicapped students and their teachers can become aware of the words, actions, and dress codes that are currently "in" for various chronological age groups, and contrasts can be recognized, addressed instructionally, and minimized, if not done away with. The long term benefits of teaching severely handicapped students to act in socially appropriate ways in integrated environments and activities is not only beneficial to those students but to teachers as well, in that far more affirmative, hopeful, and yet realistic atmospheres are usually generated.

Segregated schools often engender deleterious, negatively defensive postures toward the justification and meaning of professional performance. Among the common manifestations are the following: "There is not much that can be done for them." "We have one of the best programs in the country." "What does it all mean?" "At least they are safe." "I am bored." "I get tired more easily than before." "I'm thinking about real estate." "The parents don't care." "Nobody understands but us."

Segregated schools tend to become more oriented toward honoring staff rather than student needs and preferences. For example, severely handicapped students who attend segregated schools have been observed waiting on the bus for 10 to 20 minutes until it was convenient for, or required that, the staff receive them; whereas, severely handicapped students who attend regular schools and arrive early have been observed spending time interacting with nonhandicapped students on the playground, in the gymnasium, and in hallways as their teachers supervise.

Related Services

Related services refer to direct and indirect interventions provided by psychologists, physical, occupational and speech therapists, and others who work with families and teachers to improve the general functioning of severely handicapped students. Here the question that must be addressed is, how can related service personnel contribute most effectively to the comprehensive development of a severely handicapped student? The answer offered is that regular schools enhance the provision of effective related services.

If a severely handicapped student attends a regular school, related service personnel have relatively convenient access to his home in order to provide training and technical assistance to parents, siblings, babysitters, and other significant persons, and to arrange for school-home skill carryover. Additionally, family members are more likely to visit school frequently and to have more direct input into school-based programs.

When a severely handicapped student attends a regular school, there are increased opportunities to use and practice functional skills taught by related service personnel. For example, assume that a student is being taught by a speech and language therapist to respond appropriately to greetings. S/he is more likely to have opportunities to develop and functionally use greeting skills in a regular school. That is, as nonhandicapped students generally greet each other and as severely handicapped students generally do not, functional interactions are more likely to occur because of the competencies of the nonhandicapped students. Obviously, many other kinds of communicative, social, emotional, and physical interactions are more likely because of the relative competence of nonhandicapped students.

Finally, when a severely handicapped student attends a regular school close to home, factors that neutralize therapeutic gains can be minimized or avoided. For example, some severely handicapped students with pronounced motor difficulties spend 3 hours per day positioned in a harmful manner, directly counter to therapeutic gain, while traveling to and from segregated schools. If school is close to home, transportation time and, therefore, harmful effects associated with long distance traveling, can be minimized.

Benefits to Nonhandicapped Students and Other Nonhandicapped Persons

The public school experience should prepare all students for the realities of afterschool and postschool life. Increasingly, severely handicapped students will function in the wide variety of nonschool environments frequented by nonhandicapped persons who must now learn to interact with and to operate in their presence. Perhaps the reader has had the opportunity of taking a severely handicapped student to an environment that contained inexperienced nonhandicapped persons. The stares, fears, negative comments, and interruptions in routine would be minimized if opportunities to grow up and attend school with severely handicapped students had been provided. Additionally, if one examines some of the many roles and responsibilities assumed by nonhandicapped adults, the benefits of longitudinal and comprehensive interactions with severely handicapped persons can readily be discerned. Consider just three: future service providers, future parents, and perspective.

Future Service Providers

If a person is planning to become a nurse, when is the best time for him or her to learn about and to function with severely handicapped children? In nursing school? After obtaining a job? Hardly. The best way for physicians, secretaries, group home managers, waiters, architects, nurses, teachers of nonhandicapped students, school board members, legislators, and others to develop the skills and attitudes necessary to function effectively with and for severely handicapped

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persons is to grow up and attend school with them. We have tried it the other way, and it simply has not worked. Why is the turnover in group homes so high? Why do so many regular educators reject disabled children? Why do pediatricians still encourage parents to send their children to lives of waste and degradation in the wards of institutions? If they had grown up with severely handicapped peers, it is extremely doubtful that they would act in such negative, feudal, and rejecting ways.

Future Parents

Extremely few severely handicapped persons produce severely handicapped children, yet by definition 1% of the children born every year will be intellectually severely handicapped. Who will produce these severely handicapped children 5, 10, 15 years from now? Where are they now? What are they learning about their future severely handicapped children? Nonhandicapped students who are currently functioning in regular schools will be the future parents of severely handicapped children. As educators we are remiss in our responsibilities if we do not provide them with the vitally needed preparatory experiences. Additionally, many who work with severely handicapped students in regular schools have often been asked by parents of the nonhandicapped children in attendance such questions as "How did that happen? Could that happen to me?" Such questions can and should be responded to with information about the causes of mental retardation and related disabilities, and with referral to agencies that have more information about etiology. Tragically, many of these parents are 30 to 35 years old and have never seen a severely handicapped person except on a poster or a telethon.

Perspective

The presence of severely handicapped students provides valuable social, emotional, and personal perspectives that cannot be realized in their absence. We suspect that a mild case of acne is not so devastating when there is a student in the next room with no arms and no legs. A bikini-inhibiting appendectomy scar is less worthy of concern when the girl down the hall has spina bifida. And depression is not so severe after missing an "A" by one point when you ride to school with a friend who is totally deaf, totally blind, and severely retarded.

Certainly, we are not advocating a caste system of "haves" and "have nots," nor a condescending "lucky me—poor you" mentality. On the contrary, only through individually meaningful, comprehensive, and longitudinal exposure and experience can we realize how important it is to learn to live, work, and play together and so that we can affirm and enjoy the beauties and inherent value of individual differences.

Finally, we now know that there are thousands and thousands of nonhandicapped persons who realize a tremendous range of emotional and social benefits from their involvements with severely handicapped persons, including realistically enhanced self concept, the important maturational feelings that emanate from learning to assume responsiblity, the expansive enlightenment that comes best, if not only, from sincere attempts to communicate with, understand, and like those who are a little different than usual or who are not members of our overly restrictive "in group" (Voeltz, 1980a, 1980b, 1982).

Benefits to Severely Handicapped Students

It is the unduly protective assumption of many that segregated schools are in the best interests of severely handicapped students. Comments such as the following are heard from this group: "If they are segregated, they will not be subjected to ridicule and exploitation by nonhandicapped students who do not know better." "No one should be reminded every day of his/her handicapping condition." "Functioning in the presence of nonhandicapped students can only serve to exaggerate difficulties, and ultimately this will have the effect of lowering his self concept." Such an assumption does not sufficiently address the reality that many interactions between nonhandicapped and severely handicapped students occur after school, on weekends, during vacation, etc., in churches, stores, neighborhoods, and many other community environments in spite of the possibility of ridicule and exploitation or a "lowered self concept." Thus, just as the public school experience should prepare the nonhandicapped to function meaningfully with severely handicapped students, so should it prepare the severely handicapped to function with nonhandicapped students and other nonhandicapped persons.

If a severely handicapped student is based in a special education classroom in a chronological age appropriate regular school that is both close to home and in accordance with the natural proportion, opportunities to realize benefits from many kinds of interactions with nonhandicapped students exist that are not available if the same student were based in a segregated school. Some of these beneficial interactions have been organized into four nonmutually exclusive types: *proximal*, *helping*, *service*, and *reciprocal*. Definitions, examples, and strategies that might be utilized to generate each type are discussed in some detail in Hamre-Nietupski, Branston, Ford, Stoll, Gruenewald, and Brown (1978). Thus they will be reviewed only briefly below.

Proximal Interactions

Proximal interactions are those in which some type of sensory contact is made between a severely handicapped student and a nonhandicapped person, and as such provide the foundation upon which most other types of interactions are based. Examples of proximal

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interactions that occur regularly are using an adjacent locker, using the same bathroom, and sitting in a wheelchair at the same table during lunch. Some of the benefits to severely handicapped students are learning how to function in everchanging environments with wide variations in noise levels, movements, objects, and color schemes; and becoming more aware of popular chronological age appropriate fashions, music, language, and gestures.

Helping Interactions

Helping interactions are those in which a nonhandicapped student voluntarily provides direct assistance or instruction to a severely handicapped student. If nonhandicapped students are in the sensory presence of severely handicapped students, a reasonable number will become interested in learning how and how not to help (Voeltz & Brennan, Note 1). Learning to push a wheelchair to and from the playground, to teach the use of a vending machine in the school cafeteria, to become a buddy during music, art, or an extracurricular activity, and to convert dead time to constructive play time are but a few examples. Some of the benefits severely handicapped students can realize are learning to perform skills across persons, places, materials, and language cues; learning the conditions under which one should accept assistance and when to indicate appropriately a desire to function independently; and establishing social and affective relationships that can become more reciprocal in nature.

Service Interactions

Service interactions are those in which a nonhandicapped person, as a function of employment responsibilities, provides a service to a severely handicapped student. In such interactions two skill clusters are critical: nonhandicapped persons must know how to provide services to the student, and the student must know how to use the services of nonhandicapped persons. Some of the situations in which a severely handicapped student can learn to use such services are responding appropriately to crossing guards, communicating nonverbally to school and community bus drivers and school medical personnel, and indicating food preferences to cafeteria personnel.

Reciprocal Interactions

In the reciprocal interaction, nonhandicapped and severely handicapped students are not merely occupying the same physical space; a nonhandicapped student is not *volunteering* to help and/or is not getting paid to provide a service. Rather, the two are relating to each other and both are accruing personal benefits from the relationship. Playing a game during a free period, participating in an afterschool sporting event, and attending a school party are but a few examples. Although relatively difficult to generate, particularly as chronological age increases, reciprocal interactions are important for severely handicapped students because they are likely to be maintained for significant time periods, because they engender increased understanding between persons, because many can learn to occupy their leisure time in more constructive and enjoyable ways, and because others viewing the mutual fulfillment may desire similar interactions.

How to Segregate Severely Handicapped Students in a Regular School

In conclusion, there are parents of severely handicapped children who have influenced educational service systems in such ways as to generate segregated schools. Many of these parents seem relatively satisfied that their children do not interact with nonhandicapped chronological age peers, that they spend long hours on buses, etc. Indeed, in some places a segregated school is the only educational option. Unfortunately, such a situation is inherently unfair to those parents who want their severely handicapped children to attend chronological age appropriate regular schools close to their homes so that they can become directly and frequently involved in educational programs, so their children can interact with nonhandicapped age peers, spend relatively little time in transit, etc. Until the overwhelming majority of parents of severely handicapped students become convinced that regular schools are by nature superior to segregated schools, ways to accommodate at least these two sets of parents must be found.

As a segregated school cannot meet the needs of both sets of parents, but a regular school can, it is proposed that all severely handicapped students attend chronological age appropriate regular schools. Obviously, those parents who want their children (*the regs*) to interact with nonhandicapped peers will be satisfied with this regular school proposal. Although it may not be initially obvious, those parents who want their children (*the segs*) segregated can also be satisfied because guarantees can be provided that interactions with nonhandicapped students will be avoided. Following are a few strategies that might be utilized to ensure that the isolationist characteristics of a segregated school can be provided in a regular school to those parents who want them:

(a) A handicapped only school bus could pick up *the segs* from 7:30 to 8:00 in the morning and drive them around town until about 9:00.

(b) Around 9:00, after the nonhandicapped children and *the regs* are out of sight, *the segs* can be escorted to their classroom.

(c) The classroom for *the segs* can be at the end of the building, and an opaque door could be placed across the hall so that no nonhandicapped students could see or go into the handicapped "wing," and vice versa.

(d) *The segs* can take recesses when the nonhand-

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icapped students and *the regs* are not in recess areas.

(e) While the nonhandicapped students and *the regs* eat lunch in the school cafeteria, *the segs* can have room service; i.e., trays of food can be wheeled to their classroom.

(f) *The regs* and the nonhandicapped students can use the hall bathroom, but *the segs* can use the private bathroom in their classroom.

(g) Careful planning could ensure that *the segs* could use the gymnasium, the instructional materials center, the music room, etc., when no nonhandicapped students are present.

(h) The school bus could pick up *the segs* at 2:30 p.m., at least one half hour before the nonhandicapped students and *the regs* leave for home, and drive them around town until about 4:00 p.m.

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Footnotes

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[2] The label *severely handicapped* refers to students who are among the lowest intellectually functioning 1% of the school-aged population. This 1% range includes students who also have been ascribed such labels as psychotic, autistic, moderately/severely/profoundly retarded, trainable level retarded, physically handicapped, multiply handicapped, and deaf-blind. Certainly, a student can be ascribed one or more of these labels and still not be referred to as severely handicapped for purposes here, as s/he may not currently be functioning intellectually within the lowest 1% of a particular age.

[3] A nonintellectually handicapped student may learn one skill as a result of math instruction, a different skill as part of reading instruction, and a third skill from a language lesson. The student is then quite capable of synthesizing those three different skills and applying them toward the solution of a purchasing problem in a neighborhood grocery store. It is the rare severely handicapped student indeed who can synthesize skills learned in three different contexts and use them in a functional manner in a fourth. Difficulties in the ability to synthesize isolated bits of information require synthesis-providing activities. That is, a severely handicapped student can be taken to a grocery store and, while s/he is learning to purchase an item, s/he can also learn and functionally use many math, reading, language, motor, functional object use, etc., skills that are typically taught to others in isolation.

[4] There are times during the instructional day when direct instruction is not offered. Free time, recess, and waiting to take a turn are but a few examples. Unfortunately, it is during these periods that many severely handicapped students engage in a variety of self-stimulatory, counterproductive, or otherwise maladaptive actions. When this occurs, these periods are referred to as *dead times*.

[5] *Wasted time* refers to periods that are occupied in teaching skills that cannot be used or that do not really need to be learned.

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INTEGRATION STRATEGIES

Integral Involvement of Severely Handicapped Students Within Regular Public Schools

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Article Descriptors

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The authors contend that least restrictive environment involves more than merely placing severely handicapped students in regular schools. In addition to regular school placement, systematic efforts to promote positive interactions between severely handicapped students and their nonhandicapped peers must be made. An array of formal and informal methods for promoting integration, directed toward both school staff and students, are provided to assist teachers of the severely handicapped in systematically integrating their students into the regular school milieu.

When a school district decides to place severely handicapped students in regular public schools, parents, teachers, administrators, and others who have made extensive efforts to move severely handicapped students from self-contained facilities to regular public schools may consider their work completed. They might contend that a "least restrictive environment" has been achieved, since severely handicapped students will be attending regular public schools.

Several researchers in the area of the severely handicapped, however, disagree. They argue that the work is just *beginning* (Brown, Branston, Hamre-Nietupski, Johnson, Wilcox, & Gruenewald, 1978; Hamre-Nietupski, Branston, Gruenewald, & Brown, 1978; Kenowitz, Zweibel, & Edgar, 1978). In other words, the mere physical transfer to a regular education facility does not constitute what many believe to be a least restrictive educational environment. Rather, a least restrictive environment requires not only placement in schools with nonhandicapped students but also, and perhaps more importantly, ongoing efforts to promote positive interactions between severely handicapped and nonhandicapped students (Kenowitz et al., 1978). In order to bring about positive integration experiences, innovative and systematic efforts on the part of special and regular education personnel must be made to make severely handicapped students an integral part of the school milieu. As McHale and Simeonsson (1980) and Voeltz (1980) have indicated, efforts to integrate severely handicapped students with nonhandicapped peers can result in positive attitudes toward severely handicapped students by the regular school population.

This article will focus on an array of formal and informal methods that can be extremely useful in insuring that a less restrictive environment for severely handicapped students results in more than a physical placement option. Utilization of such methods should help to guarantee that severely handicapped students placed in regular education buildings become an integral part of those environments. The methods reflect efforts made within the Milwaukee, Wisconsin public schools to integrate some 80 students with moderate to profound levels of retardation into a regular elementary school, two regular middle schools, and one regular high school during the

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1979-80 school year. The methods are recommended on the basis of experiential evidence of their apparent effectiveness (e.g., positive comments from administrators and regular and special education faculty; positive responses by nonhandicapped students in the form of comments and offers to participate in activities with severely handicapped students; positive comments by parents and school board members).

It should be noted that the experience gained through these integration efforts suggests that a *combination* of methods must be employed on a *longitudinal* basis. Integration activities must take place continuously throughout the school year. It is also necessary to add new integration methods in subsequent school years, since schools receive new nonhandicapped students and often experience a changeover in faculty each year. In other words, using one, isolated integration method, such as holding one special-regular education faculty meeting at the beginning of the school year to discuss having severely handicapped students in the building, is not enough. It is highly probable that isolated, infrequent use of the suggested methods will have minimal impact on the integration of severely handicapped students.

The methods to be presented have been organized into two broad categories: formal and informal methods involving faculty members, which should be implemented prior to or during the school year, and methods involving students. These methods encompass both nonhandicapped and severely handicapped students. It should be noted that while several of the student methods require faculty involvement, students carry out the majority of the activities.

Formal and Informal Methods Faculty Members Can Utilize

A. *Prior to the school year, employ a faculty member and/or consultant whose major responsibility is the integration of severely handicapped students.* This person or persons should be responsible for planning and implementing efforts to integrate severely handicapped students into the regular school and the school system. Responsibilities might include planning with special and regular education classroom teachers and administrators, conducting sensitization sessions with nonhandicapped students and faculty, and evaluating integration efforts. A faculty member within the school system will probably be able to organize and implement integration efforts on a day-to-day basis more effectively than a part-time consultant. While a consultant can participate directly in integration efforts, his/her primary role might be to work with the school system on long-term planning and evaluation of integration efforts. Public Law 94-142 flow through funds could be used to assist school districts in securing consultative services of those who would have expertise in severely handicapped and/or integration efforts.

B. *Present inservice sessions to special and regular education faculty to explain integration efforts.* Prior to the school year, several inservice sessions should be provided for all faculty members who will be working with severely handicapped students. This could include regular education and special education classroom teachers, diagnostic/program support teachers, multidisciplinary team managers, communication therapists, occupational and physical therapists, music and recreation therapists, guidance counselors, building principals, supervisors, and others who might have contact with students. Special and regular education faculty should meet together whenever possible and/or separately when necessary. An initial inservice session prior to relocating severely handicapped students (in the spring and/or summer) might include information on goals of integrating severely handicapped students and federal and state legislation related to integration. At this initial session, faculty members could generate their own ideas for possible integration methods.

Subsequent inservice sessions could be provided after integration efforts are well underway. These sessions might include information on: (1) the success of developing interactions between severely handicapped students and their nonhandicapped peers in nonacademic and/or academic situations in the regular school sites, (2) systematic attempts to sensitize students and faculty, (3) type of behaviors/dress emphasized in the regular school environment, and (4) any change in faculty attitudes toward the presence of severely handicapped students in the school. These subsequent sessions are most effective when classroom teachers involved with severely handicapped students serve as presentors. Remuneration in the form of inservice salary or credit benefits could be provided to faculty members who serve as inservice presentors or participants.

C. *Arrange special and regular school visits for faculty members.* Prior to the school year in which integration is to occur, special education faculty should visit selected school building to

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observe various aspects of the school environment. This would include entrances, hallways, bathrooms, regular classrooms, lunchroom, auditorium, library, gym, possible location of the new classroom(s), and possible physical barriers. Visits made during school hours (when students are in the building) can be used to obtain general information about student population, daily operation schedules, age-appropriate behaviors, and so forth. This may help special education faculty in preparing the severely handicapped students for becoming part of the regular school environment. Visits to special education school/classroom(s) should assist the regular education faculty in identifying the needs of severely handicapped students and in better understanding how relocation to a regular public school might meet these needs.

D. *Meet with school system administrators, regular education building principal(s), and classroom teachers at the integration sites.* Meetings prior to integration can be held to discuss issues, such as the location of the classroom (will all special education classes be in one wing or dispersed throughout the school?); what entrance will be used (do other nonhandicapped students use it?); when will the students eat lunch (earlier than nonhandicapped students to avoid potential "hassle" or at the same time as their nonhandicapped peers?); and where will handicapped students sit in the lunchroom (together at a separate table, at several tables among those for nonhandicapped students, or at locations students themselves select?). Various modifications in typical school routines (e.g., early lunchroom arrival or departure, entering school at a separate door, sitting at a separate lunch table) that are made ostensibly to minimize possible difficulties for severely handicapped students often prove unnecessary. We strongly urge that care be taken in contemplating modifications; they should be minimized or avoided if at all possible.

During preintegration meetings, it is appropriate to discuss changes that could take place as the school year progresses (e.g., severely handicapped students will arrive at lunch five minutes early initially but eventually could arrive at the same time as nonhandicapped peers). It is important that all personnel view the arrangements as *flexible*, changing as the behavior and needs of students change. Failure to emphasize the temporary nature of initial arrangements may result in difficulty in changing those arrangements, especially during the school year. It may be necessary to conduct similar meetings throughout the school year to alter the situation systematically as it becomes necessary.

Meetings might also deal with issues such as the manner in which the severely handicapped students' physical education, art, music, occupational and physical therapy, and communication therapy needs can be met within the regular school building. This type of meeting would require transdisciplinary input from many concerned persons, including the building principal, regular physical education, art, and music teachers, adaptive physical education, art, and music teachers, special education faculty, regular education faculty, occupational therapists, physical therapists, and communication therapists. If regular education teacher(s) will include severely handicapped students in their programming, other specific issues may need to be addressed. These might include scheduling, entering skills, appropriate curriculum objectives, and the amount of support needed from the special education faculty.

E. *Arrange for severely handicapped students to use as many school facilities as possible.* In order to maximize interaction opportunities between severely handicapped and nonhandicapped students, it is important that severely handicapped students use the same school facilities at the same time as nonhandicapped students. For example, consider the following interaction opportunities: beginning and ending the school day at the same time as the nonhandicapped school population; using the same transportation (school bus, city bus, walking, etc.) to and from school; using school entrances and exits that nonhandicapped students use; sharing recess times on the same parts of the playground; using the same bathrooms; having lunch at the same time and sharing the lunchroom and lunch tables; occupying the library/IMC at the same times, and attending school assemblies together. Again, it should be emphasized that arrangements made prior to or at the beginning of the school year should be flexible and subject to change during the year as students acquire appropriate skills.

F. *Conduct sessions with severely handicapped students to teach age-appropriate behavior expected in the regular school environment.* Severely handicapped students may need to acquire a repertoire of acceptable behaviors for their regular school building. This might be accomplished through modeling, physical guidance, discussing age-appropriate behaviors, role playing, and evaluating and reinforcing those

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behaviors.

It might be highly beneficial for special education teachers to begin working with severely handicapped students on age-appropriate behaviors prior to their transfer to a regular school. Initially, teachers might determine behaviors on which to work by observing in regular school sites. Role-playing sessions can be conducted to teach age-appropriate behaviors. These sessions could involve nonhandicapped as well as handicapped students and special and regular education faculty in the various roles. Role-playing sessions often need to occur frequently and should involve both positive and negative situations that arise during the school day (e.g., methods of handling teasing, how to respond when greeted in a positive way by nonhandicapped peers). As part of the role-playing instructional activities, each student should be assisted and reinforced in recognizing a problem, implementing solutions to the problem, and evaluating his/her behavior as to whether the solution was effective.

G. *Involve parents in plans to integrate their severely handicapped child and present results of integration efforts to parent groups.* Parents of handicapped students, as well as parent advisory task force members (or similar special education parent groups), should be invited to participate in integration activities. A parent-faculty meeting could include discussion of the rationale for regular school placement, outline of plans for systematic integration efforts, desired age-appropriate behaviors and type of dress, and provision of special services and therapies. Parental concerns should also be discussed. If parents of severely handicapped students express concern that their son/daughter will be harrassed, either physically or verbally, strategies for dealing with potential difficulties should be outlined. Parents can tour the regular school building with a faculty member, preferably during school hours. Observation of the physical facility, the behavior of nonhandicapped students, and daily school activities could help to provide a clearer picture of how the regular school environment will benefit their child. Parents and parent task force members can attend several additional school-related activities during the year, including sensitization sessions (discussed below).

Once integration efforts are underway, presentations to parents regarding positive and negative aspects and alternate solutions to integration problems can be made. Because parents are concerned about the welfare of their children and can serve an important advocacy function, they should be kept abreast of integration efforts and encouraged to observe the programs.

H. *Provide additional support personnel at the integration sites.* In order to enhance the possibilities of a smooth transition of severely handicapped students into regular school buildings; special education supportive personnel (e.g., diagnostic/program support teachers) should be assigned to assist the program during the initial weeks of the fall semester. Assistance could be provided in areas that might be considered potential problems, such as getting on and off the bus; using correct entrances and exits; building orientation, including locating classrooms, bathrooms, and offices; using lockers and locks; following lunchroom procedures; and using recess time in appropriate ways. This extra support can be of great assistance to special education teachers and severely handicapped students; it can also serve to minimize the early school-year hassles that typically deluge school staff and building principals. It is important to note that additional support should be gradually phased out as students begin to acquire necessary skills.

I. *Present sensitization sessions for students and other interested persons.* Either large group or small group sessions could be presented, although large group presentations are not as effective as smaller, class-size presentations. If large group sensitization sessions are employed, they should be conducted in the school auditorium/multipurpose room/gym and might include the following general information: a statement of goals for sensitization sessions, explanation of why new handicapped students have been assigned to this particular school, a discussion of inappropriate and appropriate words used to describe the new students, a discussion of some *inaccurate* (stereotypic) information students might have about handicapped people, presentation of important *accurate* information about handicaps, viewing a movie or filmstrip related to handicapped people, a question/answer period, and a discussion of integration activities that could take place during the school year. It is recommended that large group sessions *not* be used as the *sole* method of student sensitization. If used at all, large group sessions might best be considered a lead-in to subsequent small group sessions.

Small group sensitization sessions can be held in nonhandicapped students' regular classrooms, or nonhandicapped students could be invited to the special education classroom. (Initially, the

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authors' sessions were conducted when the handicapped students were not in the room). When determining information for presentation in small group sessions, one can integrate information about handicaps into the subject/unit that currently is being worked on in the regular class.

Small group presentations might include the following information: a statement of goals for the sensitization sessions, a group discussion of the similarities as well as the differences between handicapped and nonhandicapped persons; a discussion of the pros and cons of integrating handicapped peers; simulation activities to experience what it might be like to have a handicap; viewing a movie/filmstrip relating to handicapped persons; an assignment to determine how the media (e.g., newspapers, magazines, television) deal with handicapped persons; viewing slides of severely handicapped students who attend the school and are engaged in activities similar to, as well as different from, those in which nonhandicapped students engage; a discussion of the differences between mental retardation and mental illness; an assigned written paragraph in which each student describes how he/she could make a severely handicapped student feel more a part of the school; and a discussion of possible follow-up projects in which nonhandicapped students might participate with severely handicapped students. For more detailed information on possible content for sensitization sessions see Nietupski, Hamre-Nietupski, Schuetz, and Ockwood (1980).

Large and small group sessions could be conducted by a variety of persons. Program support personnel, supervisors, classroom teachers, paraprofessionals, trained student leaders, and outside consultants might conduct sessions. They could conduct sessions individually or in teams (e.g., a classroom teacher with a program support person; a trained nonhandicapped student leader with a supervisor).

Although sensitization sessions are designed for nonhandicapped students, many other persons could also benefit from attending. Any personnel in the school building, including regular and special education classroom teachers and paraprofessionals, therapists, psychologists, social workers, building principals, clerical staff, custodial staff, lunchroom staff, and handicapped students, might be invited to any of the sensitization sessions. Parents of any students within the school, parent task force members, and other interested community members (e.g., school board members) might also be invited to attend.

J. *Locate contact person(s) within each integrated school site to facilitate integration activities.* Many schools have a person (or persons) whose responsibilities include working with other faculty in planning school or departmentwide activities. Such person(s) often can provide the special education teacher with a contact person to assist in organizing formal and informal integration efforts. Examples would include a school curriculum coordinator, a human relations or human services coordinator, a department or subject chairperson, or a head teacher. This person can be an extremely helpful resource for information about scheduling for faculty and student groups, units or topics currently being covered or that will be covered in various curriculum areas at different grade levels, special upcoming events, and so forth. Such information can assist in organizing formal and informal integration activities. In particular, this person may be able to contact, gain information from, or pass information to both faculty and students within the school. Since formal integration activities, in particular, require considerable planning and cooperation and, therefore, considerable time investment from many concerned persons, the assistance of such a contact person can bring about activities more efficiently.

K. *Associate with a team of teachers.* Special education faculty members may wish to work with a particular team of regular education faculty members (e.g., the seventh grade team, or the social studies department). If an arrangement is agreed upon, special and regular education faculty members could plan activities cooperatively, exchange students, share resources, and organize scheduling together. In many schools, this would involve working with the building principal/vice principal.

L. *Offer a training course to special and regular education faculty in sensitizing nonhandicapped students to handicapped peers.* Such a course might include information about methods of dealing with possible negative attitudes and fears of nonhandicapped students, arranging for positive interactions between nonhandicapped and handicapped students, and media that might be appropriate for providing students with accurate information about handicaps. As an incentive for teacher participation in such a course, inservice credit toward salary advancement might be offered. Should the school system fail to provide such a course, it may be possible to attend a course with similar content at a local col-

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lege or university from the special education or curriculum and instruction department. Faculty members who participate in such a course could be instrumental in leading/assisting their students and their own professional peers in school integration activities.

M. *Arrange for flexible individual programming and team teaching among special education classes.* Special education teachers who teach students with various labels may observe much overlap in their daily programming as well as in general curriculum objectives. These teachers could arrange for integration of individual students into each other's classes for different subjects during the day to best meet each student's individual needs. Teachers might also decide that a team teaching situation may be extremely beneficial for their students and more efficient for teachers as well. For example, if the regular education home economics room is unoccupied for only one period each day, two special education teachers may find it efficient to combine their classes and teach together. These options, of course, would necessitate faculty members working cooperatively on scheduling so that subjects might be taught at common times among special education classes.

N. *Make faculty members aware of appropriate media available for sensitizing nonhandicapped students to handicapped peers.* Both special and regular education faculty members should be informed about relevant media by presenting examples of books, filmstrips, and movies that might be age-appropriate for nonhandicapped students. A brief media presentation might be given at a faculty meeting. All faculty could receive media reference lists, and lists could also be made available in the school instructional materials center (IMC). Selected media could also be provided to each teacher on a short-term basis for use in classrooms or made available in the school IMC for faculty members as well as students to check out. (For further information on media references for elementary/middle and middle/high school, the reader is referred to Nietupski, et al., 1980).

O. *Meet with special education teachers who may be sending additional handicapped students to the integrated site in the future.* If severely handicapped students do remain in self-contained settings, important information concerning the type of behaviors/skills conducive to successful integration in the regular school can be provided to their teachers. Such information should *not* be provided in order to exclude any student from attending a regular school. Rather, it should be used to refine current tasks and curriculum objectives in the self-contained setting. This would help to identify accurately those skills that will be functional in regular school settings. This information might include age-appropriate dress, use of lockers and behaviors expected in hallways, bathrooms, cafeteria, assemblies, and free time. As an extension of this information-sharing process, teachers from the self-contained faculty might have the option of visiting regular education sites to observe integration activities and daily school routines.

P. *Integrate sensitization efforts into the regular education curriculum.* Eventually, if severely handicapped students are to become and remain integral components of their regular school environments, sensitization efforts should become an established part of ongoing curricula for nonhandicapped students. For example, if, as discussed above, sensitization sessions are presented to social studies classes in a middle school during an ongoing unit on crosscultural similarities and differences, it would be appropriate for special education personnel to work with social studies teachers to make information on similarities and differences between handicapped and nonhandicapped persons a permanent part of the social studies curriculum. As another example, if sensitization sessions are presented to health classes during an ongoing unit on mental illness, it would be appropriate for special education personnel to work with regular education health class teachers to make discussion of the differences between mental retardation and mental illness and/or the causes and prevention of mental retardation, a permanent part of the health curriculum.

It is also beneficial to include information from sensitization sessions in ongoing units on several other subjects, such as English. Examples are a discussion of the treatment of a mentally retarded person in the book *Charley*, careers classes with teachers of severely handicapped students discussing why they entered the special education field and why someone might consider education of the handicapped as a profession, and human relations classes, with a discussion of how past and present treatment and rights of handicapped persons parallels that of society's treatment of minority groups.

In order for sensitization information to become a permanent part of regular education curricula, cooperative planning between special and regular education faculty, possibly involving

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supervisory personnel responsible for curriculum areas on a systemwide basis, must occur. Although permanent incorporation of this information into curricula may take several years, initial efforts to build sensitization into different subjects in several schools provides an excellent foundation.

Q. *Document integration efforts to serve as a model for future integration efforts.* When records are kept of integration activities at each school site, it can facilitate efforts to expand integration. By noting both successful and unsuccessful efforts, future integration attempts might be conducted more efficiently. Attitude change surveys for both faculty and students might also be conducted as a means of social validation of the success of integration efforts.

R. *Arrange a faculty drop-in to relate to faculty integration questions.* Both regular and special education faculty may have questions concerning the integration of severely handicapped students into the regular education building. Administrators, supervisors, program support persons, and/or other persons involved with the integration efforts could make themselves available at each integration site for an informal drop-in session to answer questions. For example, in the spring, prior to the anticipated fall transition of severely handicapped students to a selected site, staff could be available in the faculty lounge for a period of time, and anyone with questions/comments should feel free to stop in to discuss them. Coffee and snacks could be provided as further encouragement to drop in. Faculty members who may not feel comfortable asking questions or making comments about integration of severely handicapped students in a faculty meeting are more likely to discuss their concerns in a less formal arrangement. After breaking the ice with refreshments and small talk, teachers usually ask numerous questions, express an interest in the program, and indicate that they are not as apprehensive at the prospects of having severely handicapped students in their school as a result of the informal get-together.

S. *Offer an "open door" visitation policy for special education classroom(s).* Once severely handicapped students begin attending regular public schools, it is likely that regular education faculty and students will display an increased interest in what is going on in the special education classrooms for severely handicapped students. Special education teachers can make other faculty members feel welcome in their classrooms by announcing a willingness to have visitors. Several of our teachers frequently kept their doors open and indicated their willingness to have observers in the classroom. Nonhandicapped students might also express interest in observing what happens in the special education classroom and, with appropriate permission (e.g., study hall passes, hall passes), could spend time there. Whenever appropriate, visitors could observe ongoing instruction, look at the room and its materials, and perhaps interact with handicapped students. This policy may serve to remove some of the "mystery" that often surrounds a special education classroom. Eventually, this could lead to having observers, either faculty members or students, work with severely handicapped students.

T. *Spend time in the regular faculty lounge.* In most schools, the faculty lounge provides a place for teachers to take a break from their daily instructional responsibilities. Congregating in the lounge provides special and regular education faculty with opportunities to get to know one another. The lounge also provides opportunities to discuss and compare objectives, methods, and units beginning in their classrooms. If special education faculty members typically have congregated in a separate lounge area, those faculty could spend at least a portion of their time in the lounge where regular education faculty typically congregate. Since it is possible that having different lounges for special and regular education faculty only serves to segregate them (and, in turn, their students) from each other, it might be effective to eliminate separate lounge areas.

U. *Bring special and regular education classes together for special lessons.* Special and regular education teachers could invite each other's classes to participate in selected lesson activities. When a regular education social studies teacher plans a unit on city government and the upcoming mayoral election, if the teacher is aware that the special education class has also been talking about what happens in the community, the social studies teacher can invite the special education class into the classroom for parts of the unit. Further integration experiences could evolve from such a combined lesson. For example, as a follow-up activity, the regular and special education teachers might cooperatively plan to take both classes on a field trip to city governmental buildings.

As another example, a special education teacher who has been showing students the environmental changes that occur in the spring might be aware that one of the regular education

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science classes was working on a similar science unit. The special education teacher could then invite the regular education class into the room when a visitor brought in examples of baby animals that had just been born. As a follow-up activity, the regular education class could take walks with the special education class around the school neighborhood to look at changes in trees and plants. Teachers might bring classes together on a periodic basis when similar objectives are being worked on, or they might plan cooperatively to bring their classes together on a more regular basis (e.g., every Friday, once every two weeks) for specified activities.

Obviously, in order for such activities to occur, teachers must be aware of units/objectives covered in other classrooms. Discussion in the faculty lounge may be one vehicle for obtaining such information and thus further underscores the importance of getting acquainted with other faculty members.

V. *Provide copies of integration activity outlines in a systemwide central location for faculty use.* Specific information, such as formal sensitization session outlines, sample lesson plans used for combining regular and special education classes, and media reference lists, might be accumulated in a central location, such as a systemwide IMC. This could provide an excellent method for sharing information with other faculty interested in implementing integration activities in other schools. With such an arrangement, faculty could check out and/or duplicate copies of the information to utilize in other schools within the district.

W. *Provide information regarding integration efforts through schoolwide and/or systemwide newsletters.* Many schools and school systems have newsletters that are circulated throughout the school or school district. Information regarding systematic efforts being made to integrate severely handicapped students could be included in such newsletters. Schoolwide newsletters can serve to increase the visibility of special education programs within that school and to give recognition to special and regular education faculty and students participating in integration efforts. Systemwide newsletters provide faculty members in other schools who are working with students of varying handicapping conditions with information on integration efforts they could undertake. Newsletter articles might include brief overviews of formal sensitization sessions, ongoing informal integration activities, and useful printed or audiovisual media. A name, phone number, and/or central location (such as a systemwide IMC) for further information could be included. The information could be updated during the year, as new activities are implemented.

Methods Students Could Utilize

A. *Being involved in school jobs (severely handicapped students).* Most schools have a variety of relatively minor tasks, such as delivering written messages, taking attendance slips to classrooms, stamping tardy passes, collating and stapling papers, stuffing envelopes in the office, and delivering, picking up, and operating audiovisual (AV) equipment. Typically, these jobs are carried out by nonhandicapped students. It is possible, though, that severely handicapped students can acquire the skills necessary to assist in many of these school jobs. For example, in a Wisconsin middle school, severely handicapped students were paired with nonhandicapped students to learn to operate, deliver, and pick up AV equipment. Eventually, one of the severely handicapped students was taught by her nonhandicapped partner to operate some of the AV equipment independently. Thus, this student was provided with an opportunity to be viewed as a competent, service provider rather than an assistance seeker. Such opportunities are rarely afforded to severely handicapped students. Participation in school jobs has an additional advantage of providing increased visibility in the school environment and increased interactions with nonhandicapped students and adults (e.g., faculty members and clerical staff).

B. *Participate in school activities (severely handicapped students).* Most schools have extra activities in which students can choose to participate. Examples of such activities include clubs, newspaper and yearbook staff, student council (usually elected positions), school dances, and sports events. It is possible that severely handicapped students could acquire some of the skills necessary to participate to some degree in many of these school-related activities. For example, a severely handicapped student might attend the library club meetings and subsequently help shelve books in the library. In one school, severely handicapped students participated on the production of the school newspaper by collating, stapling, and delivering the newspapers to each classroom. The special education classroom could elect a representative who may attend student council meetings. Participation in any of these extra activities can provide severely handicapped and nonhandicapped students with opportunities

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to work together in a positive manner.

C. *Serve as partners or tutors of severely handicapped students (nonhandicapped students).* Beginning with the first day of the school year, there are many skills severely handicapped students will need to acquire in order to function more independently in the regular school environment. Students must become oriented to the building, use lockers with locks, eat lunch in a lunchroom filled with nonhandicapped peers, and spend free time on the playground in age-appropriate ways with nonhandicapped peers. Although special education faculty members will spend time teaching these and other similar skills, nonhandicapped students may be just as effective teachers. Nonhandicapped students, particularly after they have received accurate information about their severely handicapped peers and how to work appropriately with them, could serve as partners for a variety of tasks. In one school, nonhandicapped students who had participated in some of the formal sensitization sessions volunteered to serve as lunch partners. Their duties included meeting their handicapped partner at the beginning of the lunch period, sitting with him/her during lunch, modeling age-appropriate lunchroom behaviors, and talking with him/her after lunch. In another school, nonhandicapped students volunteered to work in pairs or small groups to teach age-appropriate games and activities to handicapped partners during recess time. In still another school, nonhandicapped student volunteers taught playground game skills to severely handicapped students (Donder & Nietupski, in press). Nonhandicapped student partners can be a great resource for teaching a wide variety of skills to handicapped peers.

Nonhandicapped students also can provide extra assistance to severely handicapped students and special education teachers in special education classrooms. Peer volunteers can teach tasks designated by classroom teachers. They might tutor in self-care, communication, and functional academic or other tasks in the special education classroom. They might also tutor severely handicapped students in other classes, such as physical education, home economics, music, or art. For example, in one high school setting, tutors worked on functional word reading tasks in the special education classroom. In a middle school setting, tutors in physical education class taught roller skating and later accompanied handicapped peers on a trip to a community roller rink.

D. *Assist in conducting sensitization sessions as student leaders (nonhandicapped students).* In three of the schools in which formal sensitization sessions were conducted, adults served as session leaders. However, in the high school setting, nonhandicapped students were given information about handicapped students and were then trained to serve as student leaders in presenting such information to nonhandicapped peers. Obviously, it is important that prospective student leaders receive accurate general information about severely handicapped students, information regarding the severely handicapped students attending their particular school, and sensitivity to the needs of handicapped people. Student leaders can then assist in planning sensitization sessions by providing their views on activities they believe their peers might find interesting and informative. They also could conduct sensitization sessions together with adult leaders. Student leaders can be particularly effective in generating discussion in which their peers will participate. Student leaders could be solicited from classes/groups such as human services, human relations, psychology, student council, or future teachers club.

E. *Write articles for the school newspaper and/or yearbook regarding integrating severely handicapped students in the school (nonhandicapped students).* Many schools use school newspapers and the yearbook as a means of informing all students about happenings in their school. Nonhandicapped students might write articles on the integration of severely handicapped students. These students could cover sensitization sessions and other integration activities. In a middle school, a nonhandicapped student interviewed some handicapped students who previously had been in a self-contained school. The student asked about both positive and negative aspects of attending this particular school. Interesting information about handicapped students and their teachers could be included in the article. With teacher direction and appropriate parental and school approval, students might take photographs of handicapped peers and write appropriate accompanying stories to produce their own localized material about handicaps (a take-off on commercial books about handicapped children).

F. *Make integration efforts a school objective (nonhandicapped students).* In many school groups, certain objectives or priorities are decided upon by students. Helping to make severely handicapped students become and remain an integral part of the regular school environment

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could be established as an objective. Groups such as a human relations task force or student council frequently set such objectives. With information from faculty members, students could determine several ways in which assistance for integration efforts could be provided. They could then set out to accomplish the necessary steps toward that objective.

Conclusion

The integration of severely handicapped students into regular schools requires a great deal of time and energy on the part of many individuals. To provide severely handicapped students with an educational environment that truly approaches being less restrictive requires *ongoing systematic efforts*. As repeatedly emphasized here, such efforts must include faculty and student use of several formal and informal methods on a longitudinal basis. Such efforts, carried out by those who are enthusiastic about present and future possibilities for integration, can help to insure that severely handicapped students are not only physically present but also an *integral* part of the regular public schools they attend.

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From Segregation to Integration: Strategies for Integrating Severely Handicapped Students in Normal School and Community Settings[1]

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Article Descriptors
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Drawing on information collected through site visits and phone interviews, the author describes strategies used by states, school districts, and schools to integrate students with severe disabilities in normal school and community settings. The article presents strategies addressing a broad range of administrative, planning, programmatic, logistical, and attitudinal issues. The author concludes that commitment is the key to the success of integration efforts.

In September, 1977, Albuquerque Public Schools closed their only segregated facility for children with severe disabilities. Over 100 children and youth attended regular public schools for the first time. While some parents supported the move, others opposed it fiercely. Many feared that their children would not be safe in regular schools or would receive a substandard education. A parent group formed to fight the closing of the segregated school and organized a legal defense fund. By the end of the 1977-78 school year, however, parents originally opposed to the integration program had become supporters. They donated thousands of dollars collected through the defense fund to support integration at the high school.

Such scenes, while not yet commonplace, are occurring with increasing frequency. Entire states (Vermont; Hawaii; and, for autistic students, North Carolina), school districts (Madison, Wisconsin; Albuquerque, New Mexico; Tacoma, Washington; Portland and Bangor, Maine; Birmingham, Alabama; Urbana and DeKalb, Illinois), and individual schools (Jowonio and Ed Smith Schools, Syracuse, New York) are engaged in major integration efforts. At these and other sites, parents, administrators, regular teachers, special educators, and others report that integration is proceeding smoothly.

This article describes strategies used to integrate students with severe disabilities in normal school and community environments. The purpose is not to argue the programmatic benefits or cost-effectiveness of integration. The moral, legal, and educational arguments supporting integration have been made elsewhere (Bilken, in press; Bricker, 1978; Brown, Wilcox, Sontag, Vincent, Dodd, & Gruenewald, 1977; Dybwad, 1980; Gilhool & Stutman, 1978; Wilcox & Sailor, 1980). The P.L. 94-142 "least restrictive environment" mandate and basic democratic values call for the fullest possible participation in society for children with disabilities. Further, current educational approaches emphasize teaching severely handicapped students practical, useful life skills in normal environments in the company of their nonhandicapped peers (Brown, Branston, Hamre-Nietupski, Johnson, Wilcox, & Gruenewald, 1979; Fredericks, 1980; Haring & Brown, 1979; Sailor, Wilcox, & Brown, 1980; Sontag, Smith, & Certo, 1977; Williams & Fox, Note 1).

Methodology

This article grows out of a national search for promising practices and model programs relating to in-

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tegration of students with severe disabilities, including multiply handicapped, autistic, and severely and profoundly retarded children and youth. Integration, as defined in this national search, referred to regular, sustained interactions between severely handicapped students and nonhandicapped persons during the course of the school day. Thus, the term included participation in activities with the nonhandicapped in both school and nonschool environments such as community work settings, stores, and public transportation facilities.

In the first phase of the study, nominations of model programs were solicited from state and local administrators, parent leaders, and university personnel known for their expertise in the area of the severely handicapped and their commitment to the principle of integration. A structured phone interview was conducted with at least one administrator at each nominated program to obtain background information on the program (e.g., number of severely handicapped students, number of schools in the district) and specific information on integration efforts (e.g., nature and frequency of severely handicapped students' involvement in regular school activities).

Site visits were made to 12 programs during 1981 (see Special Education Resource Center, Note 2). The method used to select programs to be visited paralleled what Glaser and Strauss (1967) refer to as *theoretical sampling*, a strategy used by qualitative sociologists that involves selecting new cases to study on an ongoing basis according to the potential for generating new insights into the phenomenon being investigated. In this study, programs were selected for site visits to yield information on integration strategies not previously identified. For instance, while one of the first sites used itinerant consultants to assist teachers in providing related services, a later site used building-based professionals to provide these services. No claim is made that the programs described in this article are representative of educational programs nationally or necessarily the most integrated programs. Nor is it argued that these strategies are the "best" or most effective ones. Rather, this article simply reports on the range of creative ways severely handicapped children are being educated in normal settings in programs committed to integration.

The 12 school programs varied according to size, geographical region, area served (school district, cooperative arrangement, statewide system), degree of local university involvement, and other factors. The programs included: Albuquerque Public Schools; Birmingham Public Schools; Madison Metropolitan School District; Tacoma School District; Jowonio School; Vermont Interdisciplinary Team and selected Vermont school districts; Project A.M.E.S., Ames, Iowa; Project TEACCH and selected school districts, North Carolina; Dekalb County Special Education Association, Illinois; East Central Cooperative Education Program for the Handicapped, Urbana, Illinois; Downeast Project, Bangor, Maine; and Special Help, Portland Public Schools, Maine.

The site visits, generally made over a 2-day period by one to three observers, were based on qualitative research methods (Bogdan & Taylor, 1975). Each visit involved unobtrusive observations of school and community settings, unstructured, open-ended interviews with key persons, (administrators, teachers, parents, local university personnel, and others), and analysis of policies, program discriptions, curricula, class schedules, and similar documents. The site visits were oriented toward identifying and documenting integration strategies and practices rather than verifying educational approaches or evaluating programs. After site visits, observers wrote descriptive reports containing background information, practice descriptions and examples, and implementation steps.

In addition to phone interviews and site visits, this article draws from information on integration strategies reported in secondary sources, as noted.

Integration Strategies

From Vermont to Hawaii, from Wisconsin to New Mexico, from Illinois to Alabama, students with severe disabilities are attending regular schools, interacting with their nonhandicapped peers, and participating in normal community environments. The critical issue facing educators, administrators, and parents is not whether integration can work, but *how* to make it work. As Wilcox and Sailor (1980) state:

> In light of the professional consensus and the various legal and programmatic arguments supporting it, the appropriate question is not, "Should we do it?" or "Does it work?", but rather, "How can we make it work?" Now that the basic criterion has been articulated, it is time to focus, not on further consensus, but on implementation. (p. 282)

In a growing number of schools, districts, and states across the nation, committed educators, working together with parents, university leaders, and others, have developed creative strategies to educate students with severe disabilities in normal school and community settings.

Dispersal

Albuquerque, Birmingham, Madison, Tacoma, and other districts have closed segregated facilities for the handicapped, while in Vermont and other locations segregated schools are being phased out. The result is that students with severe disabilities are dispersed throughout regular public schools.

Of course, districts vary according to the number of severely handicapped students at each integrated

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school. Some districts attempt to adhere to the "principle of natural proportions;" that is, that the proportion of severely handicapped students at a regular school should approximate their proportion in the school population, approximately one percent (Brown et al., 1977; Wilcox & Sailor, 1980). For example, in Madison, one to five classes are located in each of 12 separate elementary, middle, and high schools. The largest number of severely handicapped students at any school is 35, out of a population of 2,000. Birmingham's 85 students in the profound mental retardation category are dispersed in 15 classes in nine separate schools. In many rural areas of Vermont and New Hampshire, schools contain a single class of severely disabled students.

Other school districts, in contrast, place a relatively large number of classes at each integrated school. While this may help overcome logistical and administrative problems in offering specialized services, it probably limits the degree of social integration at each school. Albuquerque, which terms its severely handicapped program the Side-by-Side approach, has eight or more classes for the severely handicapped in each of seven regular schools (see Thomason & Arkell, 1980). The number of students with severe disabilities ranges from 60 to 88 in six elementary and middle schools, while the high school serves 134 severely handicapped students out of a total population of roughly 3,000.

School districts have evolved a number of principles and strategies to disperse severely handicapped students in regular schools:

1. Place students as close as possible to the schools they would attend if they were not handicapped.
2. Place severely handicapped students in age-appropriate schools.
3. Avoid placing severely handicapped students in schools with a large concentration of other special classes.
4. When starting to integrate, select schools in which principals and other personnel are receptive.
5. Disperse classes for the severely handicapped throughout the regular school building and in proximity of classes for nonhandicapped students of the same age. Avoid congregating classes in isolated sections and nonacademic areas.
6. Find alternative uses for segregated facilities. For example, Albuquerque sold its segregated school to a private technical institute when it moved to an integrated system.

Opportunities for Interaction

It is important that students with severe disabilities be socially integrated with their nondisabled peers. Indeed, a school can hardly be considered integrated unless students actually interact with one another. As Stainback, Stainback, and Jaben (1981) note, teachers must structure opportunities for interaction between severely handicapped and nonhandicapped students.

Students with severe disabilities are being involved in a broad range of extracurricular and nonacademic activities. The strategies for promoting interactions with typical students include:

1. Provide for severely handicapped students to use the cafeteria, playground, hallway lockers, and school buses at the same time as other students.
2. Involve the severely handicapped in assemblies, social activities, and graduation exercises.
3. Schedule joint field trips with regular classes.
4. Arrange for severely handicapped students to use the school library or media center in small groups.
5. Place severely handicapped students in regular music, art, and physical education classes, as well as in homerooms and study halls.
6. Design cooperative work projects between severely handicapped and nonhandicapped students. Stainback et al. (1981) offer the following examples of cooperative projects: decorating a school wall or bulletin board, planting flowers or shrubs on the school grounds, rearranging the cafeteria, and making props for a school play.
7. Involve typical students in classes for the severely handicapped. For example, typical students can serve as helpers, buddies, and tutors in special classes.
8. Structure joint play sessions between the severely handicapped and nonhandicapped during recess (Stainback et al., 1981).
9. Arrange classroom exchanges between special and regular classes for independent seat work, cooking, and nonacademic activities.
10. Assign severely disabled students regular school jobs. For instance, in Madison and Milwaukee they serve as tardy office monitors, attendance monitors, cafeteria helpers, and audio-visual equipment aides (Nietupski, Hamre-Nietupski, Schuetz, & Ockwood, Note 3).

In a small number of schools across the nation, severely handicapped and typical students are learning together in the same classrooms. Integrated classrooms may be found at Jowonio (a private school) and Ed Smith (a public school), as well as at McCollum (Albuquerque) and Blue Mountain (rural Vermont) elementary schools. Jowonio has four integrated classrooms with about four autistic and ten typical children in each class. At Blue Mountain, a 14-year-

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old girl with severe multiple disabilities is integrated in a regular class with the support of a full-time aide.

At Jowonio, McCollum, and Blue Mountain, the integrated classrooms are carefully designed to provide for both interaction between handicapped and nonhandicapped children and individualized instruction. Each classroom contains a group meeting area and individual learning centers where staff work with children individually or in small groups.

Planning

Integration requires careful planning and preparation (Stetson, Elting, Gibbs, Raimondi, Burnette, & Scheffter, Note 4). Where will classes for the severely handicapped be located? How will transportation and related services be provided? How will support from principals, regular and special educators, and parents be obtained? How will negative attitudes be countered? These and other issues must be addressed systematically.

In Madison, Albuquerque, Bangor, Milwaukee, Birmingham, Urbana, and Tacoma schools, integration was preceded by careful planning and preparation (see Hamre-Nietupski & Nietupski, 1981; Nietupski et al., Note 3; Stetson et al., Note 4; Ritchie, Gruenewald, & Shroeder, Note 5). The strategies include:

1. Create a task force to develop an integration plan. For example, in 1977 Madison formed a Section 504 Task Force to develop a long-term plan for the creation of barrier-free educational settings.
2. Designate a faculty member or consultant to plan for integration.
3. Conduct inservice sessions for regular and special education staff.
4. Arrange visits for special educators to regular schools and regular educators to special schools.
5. Meet with administrators and teachers at the integration site.
6. Arrange for students with severe handicaps to use as many school facilities as possible.
7. Teach severely handicapped students age-appropriate behavior in regular schools.
8. Involve parents in integration plans.
9. Arrange a faculty "drop-in" to answer questions about integration.
10. Give regular students a day off to visit programs for severely disabled students.
11. Develop a handbook on special education for regular teachers.

Program Support

Insuring that teachers and other personnel are well versed in current educational approaches poses a major challenge for any program serving children with severe disabilities. The task of providing program and curriculum support is especially crucial for integrated school systems in which educators are dispersed throughout a number of schools or spread out over a large geographical area.

Vermont's Interdisciplinary Team (I-Team) and North Carolina's Project TEACCH (for autistic children) are two notable statewide program support systems for teachers of the severely handicapped in dispersed locations (Sousie, Edelman, Christie, Fox, Fox, Hill, Williams, & York, Note 6). The Vermont I-Team, established in 1975, provides on-site training, consultation, and assistance to special educators throughout the state to enable children with severe disabilities to be served in regular schools in their home communities. Sponsored by the University of Vermont and funded by the state, the I-Team consists of a core team of professionals—a coordinator, two educational specialists, full- and part-time physical therapists, and a communications specialist, in addition to an occupational therapist and physicians obtained through a subcontract—and four regional educational specialists. I-Team members draw on a range of approaches in working with teachers, including training, individual consultation, critical feedback, and emotional support, as well as developing teaching plans and IEPs, conducting assessments, demonstrating and modeling approaches, writing grant proposals, developing data systems, surveying community resources, and making placement recommendations. During the 1980–81 school year, the I-Team served 164 students directly.

In Madison and other districts, program support teachers assist and consult with special educators on a district level. The Madison school district employs 20 program support teachers, four of whom are responsible for the mentally retarded. In addition to working with individual special educators, the program support teachers provide inservice training to regular education staff and play a liaison role with parents and community agencies. As mandated by school district policy and the contract with the teachers' union, program support teachers are not involved in teacher evaluation and supervision.

Other support strategies implemented in Madison include an extensive staff development and inservice training program, informal monthly meetings between the program coordinator and special education personnel, task forces on curriculum development staffed by teachers and advanced graduate students from the University of Wisconsin at Madison, and development of instructional manuals by the school district and university, supported by a federal contract.

In Albuquerque, an assistant principal is assigned to each Side-by-Side school to coordinate the severely handicapped program. Certified in special education, the assistant principals, who report to building principals, perform a variety of functions: staff evaluation, scheduling, monitoring programs, curriculum consultation, interviewing prospective staff, conducting team

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meetings, liaison with parents, and coordination of IEP development and implementation. They not only support educational staff, but also relieve building principals of many responsibilities associated with special education and, hence, head off potential backlash to serving children with severe disabilities at regular schools.

Specialized Services

Special education and related services traditionally have been organized according to what Thomason and Arkell (1980) term a *cluster approach*. Services such as special education, physical therapy, occupational therapy, communications training, and vocational training have been offered at a centralized location. Integration requires a decentralization of specialized services.

At integrated schools, related services can be provided for either by building-based or itinerant specialists. Each Albuquerque Side-by-Side school is staffed by a full set of related-services professionals. The Madison school district assigns physical therapists, occupational therapists, and speech and language specialists to one to three schools, depending on the total school population in need of these services. They serve as consultants to classroom teachers. In rural Vermont, itinerant I-Team professionals consult with classroom teachers on related services on-site. Regional educational specialists offer ongoing support to teachers on related services approaches.

Supporting Regular Teachers

A frequent criticism of integration is that it places undue demands on regular teachers. If severely handicapped students are to be fully integrated into school activities, schools must provide incentives for regular teachers to be involved with them. At Albuquerque's McCollum School, the principal and assistant principal support regular teachers serving children with severe disabilities in many ways:

1. Aides from special classes are assigned to assist regular teachers when severely handicapped students attend physical education classes and extracurricular activities.
2. Regular teachers are relieved of paperwork responsibilities for severely handicapped students. While they are invited to attend IEP conferences, it is not required.
3. Regular teachers share many special education resources, including materials and aides to run dittos and perform other tasks.
4. Regular students are included in field trips, picnics, and other activities for Side-by-Side students.
5. Special education teachers consult with regular teachers on educational approaches and offer remedial help to individual students.

A potential incentive for regular teachers to integrate is reducing class size in return for accepting a severely handicapped child into the regular classroom.

Community Integration

In accordance with increased acceptance of the importance of teaching severely handicapped students functional life skills, a growing number of school programs use normal community environments as training sites. Students with severe disabilities interact with regular workers, bus drivers, shopkeepers, clerks, waiters, and other members of the public in the course of the school day.

In Madison, Dekalb, Urbana, and Ames, small groups (one to five) of severely handicapped students are taught functional skills in shopping centers, parks, grocery stores, domestic environments (a teacher's or aide's home), and work settings. Madison schools place youth in 31 separate community job sites, while Project A.M.E.S. utilizes 13 separate work training settings. Job sites include hospitals, motels, labs, human services agencies, churches, and factories. Secondary-age students spend as much as 75% of the school day outside of school buildings.

Project A.M.E.S. and the Madison, Urbana, and Dekalb programs employ community vocational teachers or consultants to coordinate community vocational training efforts. For instance, Madison has four community vocational teachers. While vocational teachers assume primary responsibility for training students, classroom teachers and aides may be involved in actual training and supervision.

Community vocational teachers perform many functions: recruiting jobsites, performing ecological inventories prior to student placement, student training and supervision, and quality control—a key factor in winning over prospective employers and in troubleshooting. For example, they might meet with union officials at work sites to gain support and allay fears.

The Madison school district also employs a full-time transition specialist to place graduates of the severely handicapped program in regular jobs. In addition to working directly with students and employers, the transition specialist assists and consults with parents and other agencies in planning students' postschool careers.

Integrating the Staff

If children are to be integrated, staff must be also. Integration calls for cooperation and support of all school staff. Regular educators and other personnel must be willing to counter negative attitudes among typical children, plan joint activities with special educators, and encourage positive interactions between severely handicapped and nonhandicapped children.

Specific strategies for integrating staff include:

1. Have one staff lounge for special and regular teachers.
2. Conduct joint staff meetings and inservice training sessions, including sessions on in-

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tegration approaches and special education issues.

3. Assign special education teachers as coaches of athletic teams and sponsors of student service groups and extracurricular activities. In Tacoma, special education teachers are responsible for one extracurricular non-special education activity.
4. Arrange informal meetings and social activities to encourage staff communication and cohesiveness. One principal in Urbana schedules informal get-togethers for all school staff, including cafeteria workers, secretaries, and custodians.
5. Demonstrate administrative support for integration. At Price Elementary School in Birmingham, the principal serves as a model for regular education staff by visiting special education classes regularly, interacting with severely handicapped children on playgrounds, eating lunch with severely handicapped students, and building materials for special classes.

Parental Support

Parental acceptance and involvement are critical elements in the success of integration efforts (Stetson et al., Note 4). While some parental fears of integration are to be expected, many of these will dissipate as quality integrated programs are implemented.

Parental support for integration can be gained through carefully planned strategies, such as those used in Albuquerque, Madison, and Birmingham:

1. Arrange parent visits to regular schools prior to integration.
2. Make presentations at parent groups.
3. Include parents in planning task forces.
4. Invite parents to volunteer in classrooms or help out on integrated field trips.
5. Encourage parents of severely handicapped children and youth to join and participate in the regular P.T.A.
6. Describe and promote integration efforts in school newsletters and annual reports.

Attitudes

Perhaps the best way to counter negative attitudes toward the disabled held by typical children is through sustained interaction. Typical children can hardly learn to understand and accept their severely handicapped peers if they are not exposed to them. Research on the subject presents conflicting findings. Some researchers report an increase in negative attitudes among nonhandicapped children after contact with the handicapped (Gottlieb & Budoff, 1973; Gottlieb & Davis, 1973). However, a growing body of research demonstrates increased acceptance and understanding of severely handicapped students on the part of typical children as a result of integration (McHale & Simeonsson, 1980; Stainback & Stainback, 1981; Voeltz, 1980, 1982). In any case, it is obvious that integration efforts should be accompanied by systematic strategies to foster positive attitudes among the nonhandicapped toward children with severe disabilities (Stainback et al., 1981).

Integrated programs have employed one or more of the following strategies to create positive attitudes among typical students:

1. Conduct sensitization sessions with the use of books, films, and filmstrips. Extensive attitude-change curricula already exist (Barnes, Berrigan, & Biklen, 1978; Biklen & Sokoloff, 1978; Bookbinder, 1978; Cohen, 1977; Biklen & Bogdan, Note 7; Sarson, Brightman, & Blatt, Note 8).
2. Incorporate sessions on disabilities into social studies, health, English, human relations, and other classes (Nietupski et al., Note 3).
3. Teach typical children signs and symbols (e.g., Blissymbolics) to enable them to communicate with severely handicapped children who use these alternative communcation systems.
4. Design group exercises to teach the nonhandicapped what they have in common with severely disabled students. Jowonio teachers ask all children to identify their own and others' strengths and weaknesses, while a kindergarten teacher in Birmingham asks her children to think of ways they are like severely handicapped students in the class next door.
5. Invite an adult with disabilities to speak to regular classes.

Tutors, Helpers, and Buddies

At integrated schools across the country, typical students serve as tutors, helpers, and friends for their severely handicapped peers (Almond, Rodgers, & Krug, 1979). For example, they are involved in activities like escorting severely handicapped students to the cafeteria, playground, or library, pushing their wheelchairs, playing games with them, accompanying them on field trips, helping them eat or put on coats and hats, and working with them on specific skills. Some school systems have developed extensive buddy programs (Voeltz, Kishi, Brown, & Kube, Note 9). In Tacoma, one or more regular students are assigned to each severely handicapped student. These "buddies" receive social studies or health credits for the experience and are provided with training and supervision. During the first year of involvement, they serve as "student assistants" before becoming full-fledged "buddies" in their second year. In some instances, student groups have initiated support programs for their severely disabled peers, as in the case of Los Compadres at Albuquerque's Manzano High School.

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Policies and Procedures

In many school districts, administrative support for integration is expressed in written policies which exceed the broad mandates contained in state and federal laws (Stetson et al., Note 4). For instance, the Madison school district's philosophy endorses integration in the regular education program for all students, placement in chronological age appropriate environments geographically distributed through the district, and nonsegregated service delivery models.

Madison has also developed clear-cut mechanisms and policies to support its dynamic, community-referenced educational approach, including budget line items for staff and student transportation to community training sites, and policies covering liability for students placed in community settings, teacher responsibility for supervising aides and student teachers in nonschool environments, use of private residences for training, procedures for planning instructional travel, and other issues.

Conclusion

Integrating severely handicapped students in regular school programs requires careful planning and preparation, creation of specialized support positions, development of facilitative policies, and other carefully planned strategies. Yet, it would be misleading to portray integration as a simple technical matter. What distinguishes the programs described in this article is a strong belief in the value of educating children with severe disabilities alongside their typical peers and preparing them to participate fully in community life.

Integration works when people are committed to it. Educating children with severe disabilities in regular schools and classrooms is not always easy; it requires creativity and hard work. Yet committed administrators, parents, educators, specialists, and university consultants create ways to make integration successful (see Nietupski et al., Note 3). As an Albuquerque teacher explained, "You have to have a belief in it. If you don't want it to work, it won't." A Vermont principal expressed the sentiment: "I don't think any school has an excuse not to do it."

The programs described in this article shatter the myth that some children are too disabled to be educated alongside their fellow students. Specialized services *can* be provided in regular schools, even in the most rural areas. Regular students *can* learn to accept and value their disabled peers. Parental resistance to integration *can* be overcome. Regular teachers and administrators *can* learn to accommodate students with severe disabilities into their programs. Integration *can* work. Integration *is* working.

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IMPLEMENTATION STRATEGIES FOR INTEGRATION

An Administrator's Manual

by

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TEACHING RESEARCH INTEGRATION PROJECT
FOR CHILDREN AND YOUTH WITH SEVERE HANDICAPS

January 1984

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INTRODUCTION

The intent of this manual is to present integration strategies that have been implemented successfully by administrators and teachers in public school settings. The manual also provides a sequential set of suggestions and many practical examples to help guide administrators in planning for successful integration. The manual does not provide a guaranteed recipe for perfect integration, for the ingredients remain secret, even to our finest educators. However, for integration to occur, the principal will need to be one of the key figures in its success.

The following three chapters present various considerations for integrating students with severe handicaps. The first chapter describes a quandry between a parent and a principal over ways in which a severely handicapped student can be integrated into the total school program. Chapter 2 provides ideas and suggestions for designing an integration plan for a school program. Chapter 3 presents ways in which educational programs can foster community involvement for students with severe handicaps.

When just starting out, "Integration" can appear to be an overwhelming task, that may require some philosophical as well as basic policy changes before being able to say "yes, all students in my building are an integral part of this school". The goal of this manual is to encourage school administrators to examine the benefits of an integrated school as something they would desire for all students.

CHAPTER 1

GETTING STARTED

Parental Concerns

In order to appreciate the points being made in this chapter, a moment will be taken to set the scene. An administrator in an elementary school of approximately 600 children is meeting parents on the first day of school. Within the school is a classroom for children with severe handicaps. The classroom has been in the building for a number of years. The parents of both the handicapped and nonhandicapped children are familiar with children with severe handicaps being educated in this facility. The staff is familiar with IEP requirements. The administrator has met Mrs. Glenn, who is enrolling her son, Billy, in the classroom for children with severe handicaps. Billy is ten years old, has cerebral palsy and is in a wheelchair. He is in the severe range of retardation and is suspected of having a hearing impairment.

Mrs. Glenn indicates that she is anticipating the IEP meeting and she would like to learn about the opportunities for integrated activities in the school. The administrator indicates that the IEP meeting is conducted in much the same way as it is in all settings and integration should be self-evident since the classroom is in a building with nonhandicapped children. Mrs. Glenn replies that part of integration is having her child go to public school, but there are also some other kinds of activities that she wants her child to have. These are integration activities he experienced in the district in which he previously was enrolled:

1. Billy having recess and lunch with nonhandicapped children.

2. Nonhandicapped children coming into Billy's room and assisting in activities specified by the teacher.

3. Billy attending assemblies and other school functions with a nonhandicapped pupil that has been assigned to him as his "buddy". This "buddy" has been trained to help him in various school settings.

4. Billy attending certain classes such as music, art and PE, with his "buddy". His "buddy" assists him in these settings to participate in the activities.

Mrs. Glenn indicates that she wants these type of activities for Billy in his new school and that she will be requesting them at his IEP meeting. The administrator listens to her and becomes somewhat concerned because the parent's wishes go beyond anything a parent has ever requested. He wonders if these requests are legitimate and if these kinds of activities are reasonable to expect. They appear to be very time consuming, and he wonders if they are really necessary for the education of children with severe handicaps.

Rights vs. Options

The question raised in this administrator's mind and in many other is, "Are parents really within their rights to request these types of activities for their severely handicapped child?" The answer to this question is, **yes.** As you know, Public Law 94-142 became law in 1975. In addition to the IEP statements that are most familiar to educators, the law also states that children have a right to an education that should occur in the **least restrictive environment.** Many administrators and their districts have responded to the least restrictive environment component of the law as a directive for educating students with severe handicaps in schools with nonhandicapped children.[1] This is absolutely correct, but there's more. Additional efforts should be made to integrate students with severe handicaps with age appropriate nonhandicapped peers to the greatest degree possible.[2] Of primary concern is assuring that each handicapped student's educational program differs from the regular program only to the extent that such a setting is necessary and appropriate.

Extent of Integration

As pointed out by Mrs. Glenn, it is now accepted that simply enrolling nonhandicapped and students with severe handicaps in the same school does not assure that integration will occur.[3] Segregated special education wings, portable classrooms away from the regular building, or segregated lunch times do not meet the intent of the least restrictive aspect of the law.

Integration to many educators who have faced this issue, means **access, inclusion and participation** in the activities of the total school environment. Access refers to the equal availability of options within the school where an educational program occurs. Location becomes an important part of this accessibility. If a student with severe handicaps is enrolled in an adaptive PE program, the best location for that activity to occur is in the school gymnasium or sports field. In addition, restrooms, cafeterias, and libraries are part of the public school facility and should be accessible to all students. If nonhandicapped students have access to a physical fitness weightlifting center in the gym, then the students with severe handicaps should not be restricted to being taught some minimal limbering-up exercises in their classroom. As Mrs. Glenn inferred, her child participating as a full-fledged member of the school's student body, would suggest that school would begin and end at the same time for him as others. As she indicated, she would like to see her son attend pep rallies and possibly even school dances, contribute to fund raising efforts such as canned food drives, and purchase lunch tickets like any other student in the school. For her, any restrictions to full

access, inclusion, and participation should be decided in accordance with the student's best interests and should be included on his IEP. Furthermore, she would insist that any restrictions be temporary and open for review as needed.

What are the Benefits?

Concerns often raised about integrated activities are that they may have a detrimental effect on both groups of children. The students who are handicapped might be rejected by the other students, and in some instances, might even suffer emotional and/or physical abuse. On the other side, nonhandicapped students would suffer in that their classes would not be as challenging as the teachers would be taking more time with special education students. Reviews of research conducted in this area indicate that there are no detrimental effects.[4] No findings have been reported that support negative aspects of integration. Findings support the concept that there were more positive attitudes in the schools between students with severe handicaps and their nonhandicapped peers when integration was maximized.[5] By providing occasions for handicapped and nonhandicapped students to interact with each other, both groups get opportunities to learn; the students with severe handicaps learn appropriate social behaviors and their nonhandicapped peers learn to be comfortable with and accept students with handicaps.[6]

Some schools have taken the concept of integration to a level of establishing formal systems for contact. Many times these systems depend upon some type of a "buddy" program where a nonhandicapped peer is assigned to be a companion for leisure and recreational activities in the school as well as in after school activities, such as, Special Olympics. For success, this type of programming requires a formal training program for nonhandicapped peers. This will be described more fully in Chapter 2.

Summary

Mrs. Glenn presented a set of new ideas to the school administrator concerning integration of students with severe handicaps and nonhandicapped students. Her son was previously in a school where he was integrated successfully into a number of activities. She presented a number of ideas and strategies for insuring that her son would not become isolated in a setting for handicapped students only. To the administrator, who had not previously considered this type of involvement, her ideas seemed unrealistic. Mrs. Glenn is not alone in wanting these kinds of opportunities for her son. Many parents and administrators have worked successfully to insure that these types of interactions will occur. The next chapter provides more specific examples on how this can happen.

CHAPTER 2

PRACTICAL APPLICATION FOR INTEGRATION

Integration of students with severe handicaps into the general activities and schedule of the school day does not mean arbitrary placement of students in regular classes. It does mean assuring that students with severe handicaps are provided opportunities to become an integral part of the daily life of the school they attend.[7] The following checklist provides a general evaluation of the opportunities provided to students with severe handicaps in your building.[8] Complete the checklist and compute your score.

School Checklist of Integration for Students with Severe Handicaps

Student Related
(check answer)

Always	Sometimes	Never	
1. ___	___	___	Students with severe handicaps (SH) attend their neighborhood school with same age peers.
2. ___	___	___	The classroom for students (with SH) is not isolated from other classrooms.
3. ___	___	___	Students (with SH) attend school at the same time and for the same number of hours as other students.
4. ___	___	___	Students (with SH) ride the regular school bus (unless wheelchair requires hoist).
5. ___	___	___	Students (with SH) eat in the cafeteria with other students.
6. ___	___	___	Students (with SH) have recess with nonhandicapped peers.
7. ___	___	___	Students (with SH) are routinely in hallways between classes.
8. ___	___	___	Students (with SH) attend assemblies and school social activities.
9. ___	___	___	Students (with SH) have their pictures interspersed with others in the school yearbook.
10. ___	___	___	Students (with SH) participate in graduation exercises.
11. ___	___	___	Students (with SH) use same restrooms at the same times as nonhandicapped peers.

SCORING PROCEDURE: Always = 2 points; Sometimes = 1 point; Never = 0 points

(An additional 2 points may be given for nonapplicable items; i.e., elementary schools generally do not have yearbooks.) Score = _____

How did you score?

Total = 22

18-22 points _____	Outstanding! Go no further. Donate this manual to a principal of your choice.
12-17 points _____	Good effort with room to improve. Read on.
6-11 points _____	Not terrible, but definitely not great. Find a pencil so you can take notes as you read.
0-5 points _____	Needs work! Block out the next 4 hours to study this manual in detail.

The checklist separates a school's strengths from its weaknesses in providing opportunities for integration. Although the list is limited in the areas sampled, an administrator should be able to perceive if his or her program is meeting basic expectations. Many of you have already evaluated the items on the checklist as far as their value or actual importance. There is no doubt that questions are forming in your mind regarding how some of the failed items could be improved.

Where is the best place to begin?

When several school administrators and special education teachers were asked this same question, each had differing opinions on the order of implementation and the areas which should receive highest priority. One teacher said that she needed help in the classroom, so from a management point of view, suggested starting with peer tutors. One administrator suggested beginning with the simple areas: i.e., halls, cafeteria, and recess. Another administrator felt that buses should be first.

The consensus of the people interviewed agreed that the important factor was to have a long range plan with priorities set for integration activities and a timeline established for implementing those activities. It is helpful to make this a team effort, including parents, teachers, director of special education and other support staff in this plan development.

Take a few minutes and look over your checklist and pinpoint 2 or 3 items which you would like to pursue as objectives for improving integration within your school. List your objectives: (EX. Students (SH) eat in cafeteria with other students.)

1. _____
2. _____
3. _____

This is the first step in establishing a plan to improve integrated opportunities. Before you jump into a plan of action, it would be helpful to talk to other school administrators and hear about the potential problems and their suggestions for solving those problems. The following section is a summary of factors for your consideration.

Guideposts for Increasing Integrated Activities

Integrated Activity	Potential Problems	Helpful Hints
1. Neighborhood School	. Combining all the handicapped students from the district into one self-contained school.	. Develop single classrooms in community schools that naturally would be in the "catchment" area. In low incidence areas, utilize an aide under a regular education teacher's supervision with technical assistance available through a special education supervisor.
	- No nonhandicapped students available to model appropriate behaviors or to work as peer tutors or buddies.	
	. Combining all ages of handicapped students into one class.	. Students should attend a school which is comparable to their chronological age, not mental age. This increases the likelihood of acceptance and friendships.
2. Location of Room	. Isolated areas: i.e. trailer, "boiler room" in basement, barracks on school grounds, seperate wing for all special education students.	. Disperse special education classrooms at random throughout school. Modular units (if needed) also should be assigned at random.
		. Special education room should be located near entrance and office or near main flow of school activity.
3. School Hours	. Shorter hours are frequently assigned to special ed. students because of difficulties in transportation schedules.	. Use van with the hoist for wheelchair students only. Assign special ed. students to regular bus route. If there are problems, assign an aide. (See Guidepost on transportation.)
	- i.e. not enough buses.	
	- regular ed. must start at 8:00; therefore special ed. "second shift" will start at 9:00.	. If there are too many students in the school requiring transportation, stagger the school hours:

Integrated Activity	Potential Problems	Helpful Hints
	- only one van with a hoist which must travel all over district.	- by grades, or - by section of town
4. Transportation	. Teasing . Set-ups . Behavior Problems (i.e., out of seat)	. Provide training to handicapped students on skills required for riding regular school bus. . Provide inservice to bus drivers on ways to help vision impaired students enter and exit bus, ways to intervene with behavior problems, and techniques for aiding a student who has seizures. . Keep good communication between school, driver, and family. . Buddy System. Example: Neighbor friend takes responsibility for handicapped student getting on and off bus.
5. Cafeteria	. Unintentional segregation by assigning special education students to one table. . Nonhandicapped students not wanting to sit next to handicapped students. . Condoning inappropriate behaviors because the student is handicapped (i.e., too large of bites, not wiping mouth, chewing with mouth open, etc.).	. Use "buddy system" to disperse handicapped students with entire student body. . Handicapped students joins "buddy's" friends who also act as advocate peer group. . Inservice training to peers . Provide inservice to cooks and other teachers describing student's abilities and needs with regard to the cafeteria. . Special education staff should provide additional cafeteria training to handicapped students when student body is not using the facility (i.e., going through cafeteria line, carrying tray, etc.).

Integrated Activity	Potential Problems	Helpful Hints
6. Recess	. Teasing . Set-ups . Not using play equipment or using incorrectly. . Lack of structure and therefore too much free time.	. Use peer buddies for modeling and inclusion into play activities. . Explain potential problems to playground supervisor and give suggestions on what to do. . Have special education aide available to model and monitor.
7. Hallways	. Students and staff doing too much for handicapped students (i.e., opening doors, holding hands, telling what to do next without giving student the opportunity to problem solve.) . Running away or getting lost. . Set-ups, teasing, rip-offs.	. Handicapped students spend time in halls between class periods for additional training. . Randomly assign lockers to all students; don't cluster special education students. . Prosthetic devices such as color coding combinations, help open locks: optional keys. . Locker buddies can assist in hallways and mobility between classes/school areas.
8. School Activities		
. Assemblies . Sport Events . Social Events . School Programs	. Inappropriate advances . Rip-offs . Isolation . Set-ups	. Adequate staff coverage. . Buddy System which draws handicapped student into a peer group. . Inservice to coaches and advisors. . Special education staff are involved actively in total school program. (Example: Special education teacher is football coach.) . Peer tutors earn credit for accompanying handicapped student to a school activity.

Integrated Activity	Potential Problems	Helpful Hints
9. Yearbook	. Tendency to exclude SH class from having pictures taken. . Photographers are inexperienced in working with SH and rush through. . One group shot is hidden towards the back of the yearbook. . SH students are referred to as "not pictured."	. Teacher should notify parents in advance, so SH students come well groomed. . SH students should be scheduled when photographers have the most time. . Teacher should help with positioning and prompting to get the best shots. . Teacher should invite yearbook staff into class for candid shots. Also give staff ideas for shots, i.e., buddies. . Pictures should depict activities which are complementary and age appropriate, i.e., making a purchase at school store.
10. Graduation Exercises	. Special education students are excluded from participation. "Certificate" or "Competency" questions frequently omit the students who are severely handicapped. If students are served in self contained schools or with inappropriate age peers, there is no opportunity to participate with peers. "Special" exercises don't count!	. Emphasis should be on successful attainment of individualized skills. Acknowledgement should be built into regular commencement exercises. The order in which students recieve diplomas, should remain the same and include SH. Buddies can assist if necessary.
11. Restrooms	. Set-ups for using incorrect restroom. . Not having clothes "in tact" when leaving restroom. . Unnecessary dawdling.	. Self help skills are taught by special education staff during class time when restroom is not being used. . Staff of same sex teach/monitor restroom use. . Handicapped students use same restroom as other students.

Integrated Activity	Potential Problems	Helpful Hints
		• Handicapped students know how to use various restrooms in school.

The problems and suggestions listed above will introduce you to the type of planning considerations required for an integration program. The following guide is an example of the type of steps to be considered when preparing to integrate into an area of the school.

EXAMPLE:

Area: Cafeteria

Step 1 - Principal assigns time for students (SH) to eat in cafeteria.

Step 2 - Special education teacher provides inservice to cafeteria staff.

Step 3 - Special education teacher approaches regular education teachers for suggestions on identifying peer buddies.

Step 4 - Special education teacher provides inservice to: (a) peer buddies; and (b) cafeteria supervising teachers.

Step 5 - Special education teacher assigns buddies to SH students and trains "on the job."

Step 6 - Special education teacher monitors for "problem areas" gradually fading out and relying more on regular education cafeteria supervisor.

Step 7 - Regular communication system is established between cafeteria supervisor, regular ed. teacher and special ed. teacher.

Step 8 - Periodic check on interaction of peer buddies with SH students.

Step 9 - Awards or party (etc.) for all peer tutors and buddies at end of term.

Step 10 - Feedback/evaluation system for regular education teachers, principal, staff/supervisors, and peer buddies.

Building Total Staff Awareness

Increasing effective integration of students (with SH) into school life requires assessment, planning, implementation, and reevaluation of integration activities.[9] It requires involvement of administrators, all school staff, all students, and even the community. Complete the next series of questions to determine your staff's current level of inservice training on the topic of integration.

INTEGRATION AWARENESS SURVEY

Inservice Training/Information

1. Who has received inservice training about SH students?

	Yes	No
Principal	___	___
Teachers	___	___
Classified Staff	___	___
Cooks	___	___
Bus Drivers	___	___
Custodians	___	___
Parent/Teacher Organization	___	___
School Board	___	___

2. Has inservice been provided on the following topics?

	Yes	No
. General information about students with handicaps.	___	___
. Information about the class(es) in your building.	___	___
. Information about specific students.	___	___
. Discussion related to nonhandicapped student participation with SH (including tutoring and buddy systems).	___	___
. Other _____	___	___

3. Have you shared with the public, the integration activities within your school, i.e., press release, school and/or community newspaper, information provided at "open house", etc.

Yes _____ No _____

Special Education Staff Involvement

Yes	No	Sometimes	
___	___	___	Do the teachers of students (SH) attend regular staff meetings?
___	___	___	Do they have the same duty schedule?
___	___	___	Do they participate in committees not related to special education?
___	___	___	Do they make themselves available for special education related issues?
___	___	___	Do they spend time with regular education teachers (coffee time, lunch room, extra-curricular activities)?

Direct Integration Activities

In your school, is there a:

	Yes	No
• Peer tutoring program (see page __ for definition)?	___	___
• Buddy system (see page __ for definition)?	___	___
• Way to inform the regular education students about "peer tutor" and "buddy" opportunities?	___	___

SCORING PROCEDURE: Yes = 2 points
Sometimes = 1 point
No = 0 points

Score = _____

TOTAL = 42

Check your score and see how you did. If you have more than 21 points, you're well on your way, more than 40 gives you a gold star, and less than 20 should indicate that you need to get some things going. Contact your director of special education and put together a team now. (Appendix A provides a schematic of implementation tasks.)

Integration of students (SH) into the daily activities of school life can be enhanced through the development of a number of structured approaches:

- Teaching nonhandicapped students about students with handicaps;
- Actively involving nonhandicapped students with their handicapped peers through programs such as Buddy Systems and Peer Tutoring;[10]
- Including in each SH student's IEP, objectives which will enable the student to more fully participate in activities with nonhandicapped peers; and
- Providing opportunities for interaction.

Inservice sessions designed to teach both staff and students about students with severe handicaps who will be in your building is important. Information can be provided by using presentors, published materials,* and books.

It is also important to involve staff, parents, and other relevant persons in developing and implementing plans for integration of students with severe handicaps.[11] Building a good communication system to design, assess, and make changes in integration activities is

*See list in Appendix B.

important for public relations as well as for effective programs. In addition, providing information about the program for students with severe handicaps in the community at large can be an effective way to promote your school program.

Peer Tutors and Buddy Systems

What is a peer tutor? Peer tutors are students in school who go to the special education classroom to teach and/or practice skills in the SH student's instructional program.

Who can be peer tutors? Peer tutoring programs have been successfully used with first to 12th grade students, with school "leaders," high achievers, and with students who have mild handicaps themselves. The success of the program appears to be more dependent on factors such as training and structure, than on characteristics of the peer tutors.[12]

What are the components of peer tutoring programs?

- Elementary age — Short periods of time, tasks such as playing games, working on language skills, being a "model" for a variety of skills from speech to P.E. activities. Having rules and ways to evaluate peers on their interactions. Providing "pay-offs" for tutoring, (e.g., special awards, recognition ceremony, letter to parent, and a party).

- Middle school - high school — A written and well-structured set of requirements for participation including rules for absences, time allowed to acquire the skills needed to tutor, and rules of the classroom (e.g., a peer tutoring handbook; a data based observation system to train and evaluate peer tutors working with students).[13]

- "Pay-offs" include:

- Credit for junior high and high school students.

- Parent permission slips for peer tutors taking students with severe handicaps off-campus.

- A reward, recognition, or credit system.

- The program should include training sessions, a handbook of rules, and monitoring by school staff. The training should include ways to assure that the students with severe handicaps are as independent as possible in their activities, how to use any alternative communication systems (signing, language boards) and how to be a good social model.

What is a buddy system? A buddy system is somewhat less formal, but just as important to integration as peer tutoring. "Buddies" usually are assigned to assist SH students in a variety of activities throughout the school day.

- Someone to eat lunch with;
- Someone to walk with to another class;
- Someone to team-up with for P.E. or music;

- Someone to play with on the playground;
- Someone to participate with in school activities; and
- Someone to keep an eye out for problems with other students.

Who can be a "buddy? Again, almost any student could be a buddy. However, since there may be less direct supervision than for peer tutoring, teachers may want to select students who are conscientious, sufficiently mature, and skilled to handle special problems, and who won't take advantage of the students with whom they are working.

Lets Get Started

Getting a program like this started has its initial problems, but school administrators with their programs in operation are strong supporters. There seems to be a common set of questions that administrators initially consider.

School principals have themselves been able to generate solutions for many of the initial concerns expressed by special and regular educators. The school principals interviewed for this manual had the following opinions:

Question	Answer
"What if regular education teachers don't have time for meetings with special education staff?"	"Special education aides can cover during regular work hours so that meeting can take place." or "Teacher next door can combine classes with help of special education aide."
"Nonhandicapped students need to be in their own class learning. Tutoring takes away from their education!"	"Students contract to complete assignments before they can participate in tutoring program." "Getting out of class is the reinforcer for completing work." "So much is learned by tutoring -- I wouldn't want to limit it to only accelerated students."
"What if the regular education teacher is not interested in participating?"	"The policy must come from the person who sits in this chair. I give a choice; transfer out, or get with the program."

"How do you deal with parents who voice concerns?"

• "Child claims lack of appetite because he sits by handicapped student in cafeteria."	"Tell your child to talk to the cafeteria supervisor and ask to move."
• "Destruction of private property by handicapped student."	"If parent will write a letter, we will do what we can to replace article." (rarely followed through)
• "Ridicule/name calling."	"There are several options. I've talked to the entire staff and asked that they follow through. I've talked with the class if it's limited to one class." One of the best ideas came from an admistrator and parent of a handicapped child who suggested that, "The principal should call in key student leaders and explain problem, ask for their ideas and give them the responsibility to solve problem."

Summary

The purpose of this chapter has been to encourage school administrators to begin integration efforts and to provide practical suggestions for increasing current practices. Integration has been targeted for special education students, but it also has significant benefits for nonhandicapped students. There is more involved in integration than merely putting children together — and to work out successful plans takes time and effort. Most importantly, it takes the support of the building principal.

CHAPTER 3

THE WORLD OUTSIDE THE SCHOOL

In this chapter, we will again meet Mrs. Glenn and the building principal that you met in Chapter 1. Four months have passed since their initial meeting, and Mrs. Glenn has stated to the principal that she is very pleased with the program that has been established for her son. She feels he has many opportunities to interact with nonhandicapped children, and she further feels that they have all been very positive. She especially likes the lunch program that has been established. She reports that Billy eats lunch with a number of nonhandicapped children, and he does this in the cafeteria or outdoors when the weather allows. In her eyes, this was the major goal of the program - that Billy got to each lunch during the noon-hour with nonhandicapped children. She explained that there were a number of steps that went into this program and the outcomes have been extremely positive.

Her son, Billy, learned to make sandwiches in his classroom for children with severe handicaps. He did this as part of a Food Preparation Unit, and, as part of this experience, he began making sandwiches at home. This expanded into his making them for his lunch each day. He daily brings his lunch to school in a paper sack. This has allowed him to begin eating with the "paper bag club." The "paper bag club" is a group of students that includes a variety of boys and girls. The majority of them are nonhandicapped. Most of the boys are in some type of athletic program, and they have all become good friends with Billy. His mother attributes the start of this friendship with Billy making sandwiches at home and bringing his lunch in a paper bag so that he could eat with the group. It should be noted that extensive inservice training was provided for the boys as well.

He has expanded his sandwich making activities to making them at his grandmother's on the weekends. While he is there, he is asked to prepare a lunch for his grandparents, and he enjoys demonstrating his skills by making a variety of sandwiches.

The experience of sandwich making has allowed him to become involved in shopping for the ingredients for his sandwiches. He initially started with making peanut butter and jelly sandwiches, but now has expanded into sandwiches that use sprouts, sliced luncheon meats, tomatoes, and a variety of other ingredients. The shopping experience was started by his requesting to help purchase the ingredients for his sandwiches. This experience is a result of a "Shopping Unit" in which he learned to purchase items in the local grocery stores and to interact appropriately with the

significant persons in the store.

Mrs. Glenn feels that the programs have helped her son in a variety of ways. She feels that the curriculum is very functional because the skills learned in school can be used at home. She also feels that Billy has had an opportunity to generalize the skills he has learned at school to other settings which include his home as well as his grandparents. Through this experience, he has also learned to follow directions from individuals other than his teachers and parents. Mrs. Glenn also feels that Billy is building and expanding his skills in more sophisticated areas which she feels the Shopping Unit represents.

The principal finds this discussion very enlightening for he has heard the district Director of Special Education discuss the need to have a curriculum that is functional, and the students should be encouraged to generalize their skills to other settings. After listening to Mrs. Glenn, he feels that he has a better understanding of a functional curriculum and of the concept of generalization than he ever had. He now more fully understands how the concepts of functionality and generalization can increase the student's ability to be more fully involved in the school. He also sees the benefits of this type of programming for involving a handicapped child more completely in the community. He knows that Billy will become involved in the community when he becomes older and begins vocational training at the middle and secondary school. However, the principal can see the benefits of the programs, and understands how they will help him later.

More Community Involvement

Mrs. Glenn now indicates that she wants to expand her son's involvement in the community and would like to see it grow beyond what the school has developed. She is not familiar with the community as she has only lived here for four months. She would like to learn more about community resources and is wondering who could help her acquire information about the community. Areas in which she is interested originate from the experience that Billy has had with his school program. For example, Billy has talked to the boys in the neighborhood who are Scouts, and he has expressed an interest in Scouting. He has also expressed an interest in becoming involved in Little League, not from the standpoint of a player but from wanting to help with the concessions at the game. He would like to make sandwiches that could be sold at the concession stands. His mother is very supportive of these activities, but knows that he would have to begin using public transportation if he were to become involved in these activities. She also states that she needs information about where she can find

a dentist for Billy, and she further indicates that she is interested in joining a parent group that could assist her with community activities for handicapped children.

She wondered if the principal would be able to help her in any of these areas. He indicated he couldn't help because she was asking about a number of things on which he had no information. He did volunteer to contact the district Director of Special Education to see if she could assist.

The Director of Special Education indicated that there were two contacts that the mother should make, and she would help her to do so. One contact should be to the service coordinator for the agency in the community that provides services for people who have handicaps. The Director of Special Education indicated that she would assist the mother to make this contact. This agency could provide the mother with information about the types of activities and programs that would be available in the community for Billy. The Director also indicated that she would put the mother in contact with the local Association for Retarded Citizens. They could also assist Mrs. Glenn in finding community programs and activities that would be suitable for her son.

Through this encounter the principal learned of two resources to help parents in acquiring community involvement for their children children involved in the community. One is through the serivces coordinator for the local state agency that provides services for the handicapped. The other is through the Association for Retarded Citizens that also provides this type of assistance. These are two resources of which he was not aware. He would attempt to get more information about them and would refer other parents to them as needed.

Summary

This chapter presents the way a student can become involved in community programs through the implementation of educational programs that fostered community involvement. The focus of a functional curriculum was emphasized so that the skills taught would allow an individual to function more fully in community settings, and in learning the skills within the curriculum, a student could be encouraged to generalize these skills to community settings with people other than the teacher.

The chapter also described individuals outside the school who could assist parents in involving their child more completely in the community. One was the the service coordinator of the agency that provides services for people with handicaps. The other was through the local Association for Retarded Citizens.

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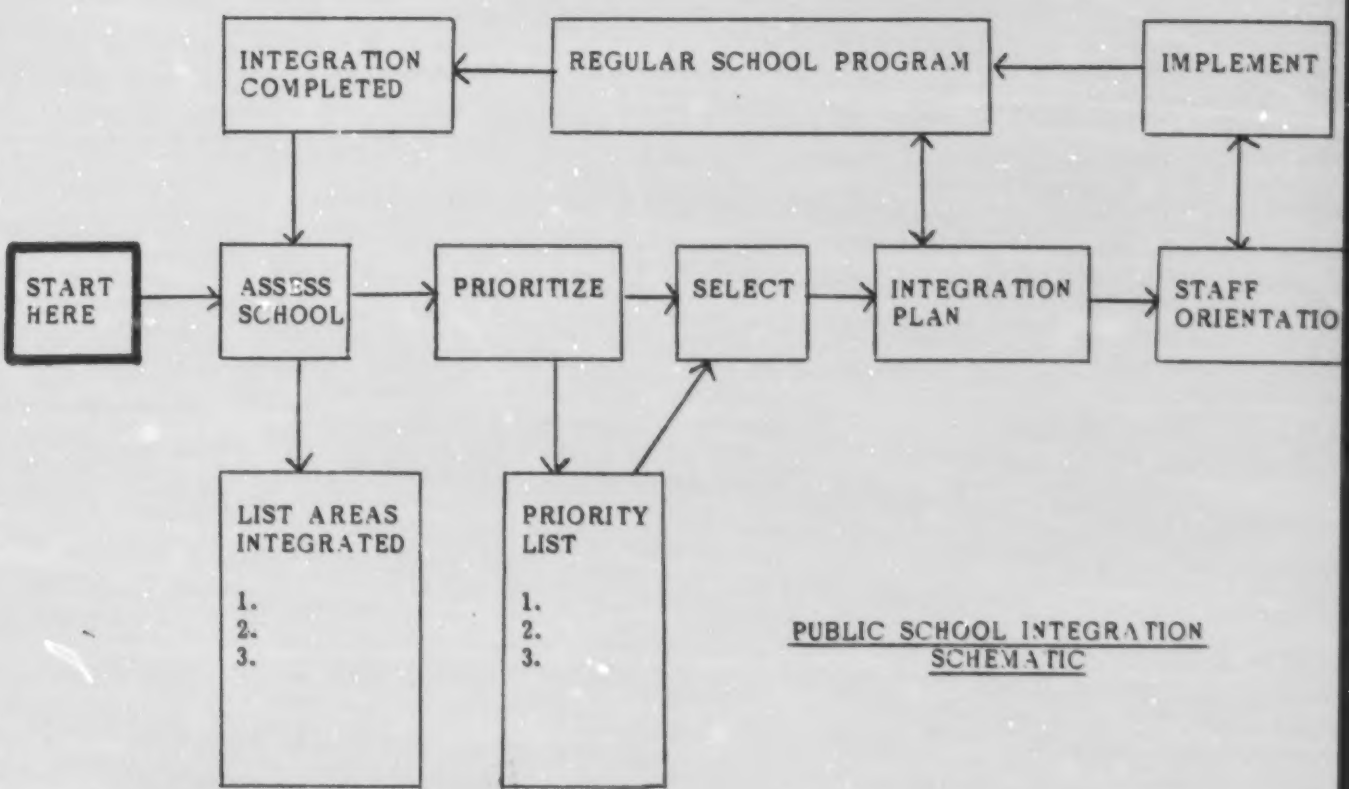
APPENDIX A

Following is a schematic of the integration process with an explanation of the task/tasks to be completed:

1. **ASSESS** your school to determine the current level of integration using the format on page __ of this manual.
2. **LIST** those areas that have already been integrated.
3. **PRIORITIZE** the remaining areas.
4. **SELECT** the first area on your priority list.
5. Construct an **INTEGRATION PLAN** for this area.
6. **ORIENT ALL STAFF**, concerning this integration plan.
7. **IMPLEMENT** the integration plan.
8. When **INTEGRATION IS COMPLETED** return to item #2 above.



PUBLIC SCHOOL INTEGRATION SCHEMATIC

APPENDIX B

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STRATEGIES TO FACILITATE INTEGRATION OF TEACHERS OF THE SEVERELY DISABLED WITHIN THE REGULAR SCHOOL SETTING

Conference on Integration
August 24-25, 1983

San Francisco State University
San Francisco, California

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PRACTICAL SUGGESTIONS FROM TEACHERS*

1. Recognize that you <u>are</u> a regular teacher in the school.

2. Make integration a priority from the first day of school. Go to recess, lunch, etc., with nondisabled students even if that's all you accomplish during the first week of school.

3. Take responsibility for sharing information about your students with general education teachers. This will serve the purpose of getting to know these teachers, as well as providing them with information so they can answer questions from their students regarding your class.

4. Take lunch duty and/or recess duty--whatever is expected of the other teachers. If you participate in yard duty on the regular rotational schedule, it will result in your students being supervised by the general education teachers. One teacher in the survey had a problem with this, and stressed the importance of examining our attitudes as teachers of the severely disabled, and our tendency to over-protect our students.

5. Sign up for committee jobs that require you to work with other people, rather than jobs you could do yourself.

6. Work on being visible; speak up at faculty meetings, in the teachers' lounge, etc.

7. Find one other teacher you can really talk to at first and expand from there. In a large school, especially, it is hard to know everyone; start with a small group.

8. Meet with general education teachers periodically on an individual basis. Whether they want to discuss integration, peer tutors, etc., specifically or just chit-chat, is not important. The individual contact helps you become part of the school.

9. Have games <u>all</u> students would like. Invite nondisabled students into your classroom during breaks, lunch, and before school to play the games. (This was done in a middle school.)

10. Take responsibility for some of the activities when your students are integrated; e.g., one elementary teacher runs half the sessions for integrated art and PE classes.

11. Volunteer for extra yard duty. You can do extra training with your students; this will help you get to know the nondisabled students so you can participate more in discussions in the teachers' lounge.

* These suggestions were generated via a phone survey of integrated teachers throughout the San Francisco Bay Area.

PRACTICAL SUGGESTIONS FROM TEACHER

12. Be sure to go to faculty dinners, parties, etc. This is a good place to establish friendships and to talk about your program informally.

13. Do crafts projects, especially at holiday times. Invite another class in to help make the projects and to make one of their own.

14. Do cooking projects and invite other classes to share the products.

15. Provide inservice regarding specific severely disabled students prior to their arrival at the site. Follow up with more information two or three times throughout the year.

16. Volunteer to help with projects that other teachers are working on, whether or not the projects apply to your class, e.g., curriculum development projects.

17. Sponsor a school activity/club; then do activities that facilitate integration between severely disabled and nondisabled students.

18. Arrange your break times so you are in the faculty room when the other teachers are. At middle and high school sites, if you cannot be in the lunchroom during teachers' lunchtime--often the same as students', and one of the primary integration times for students--then go to the lounge or lunchroom at other times when teachers are there during prep periods or before school.

19. Suggest that one or more of your students to go a regular classroom for specific activities, and send your aide along for the first few times until everyone is comfortable with the student(s).

20. If you have any special talents, e.g., art, music, or a foreign language, offer these skills in integrated settings.

21. Serve as a consultant regarding problem students in the regular classrooms. Input can be provided to teachers, psychologists, consultants, etc. (For example, one teacher said she overheard another teacher discussing a 'problem child' in her class. This first teacher made some suggestions as to how to manage the 'problem child's' behavior. She became sought after as a behavior management specialist.)

22. Tell other teachers that you will take problem students in to your class to be tutors for the severely disabled students.

23. Get to know counselors, principles, and vice-principals well. They are key persons and will help you get involved. Establish a good relationship with the janitorial staff. You often have special considerations re: equipment, etc. Offer to explain, and be sure to say "thank you."

24. Make it a point to establish a good relationship with the cafeteria staff, office staff, librarians, janitors, etc. When you begin to set up vocational activities for your students, these people will be very important.

NOTES:

HELPFUL HINTS FOR TEACHER INTEGRATION*

1. Shared Roles and Responsibilities

Regular school staff have shared roles and responsibilities: lunchroom supervision, staff room responsibilities, playground duty. Many times these activities will appear to be optional when, in fact, they are not. As members of the school faculty, teachers of the severely disabled must be willing to share these roles and responsibilities with the general education faculty. Teachers of the severely disabled should take initiative early in the school year, e.g., volunteer to assume specific responsibilities. General education faculty may be hesitant to request your involvement, and delayed participation may unnecessarily alienate teachers of the severely disabled and general education faculty. Involvement in these responsibilities will ensure visibility for teachers of the severely disabled.

2. Participation in School Activities/Functions

General education staff will be involved with various school activities and committees. Teachers of the severely disabled should assume the initiative for getting involved in these functions. Three activities are particularly important in providing visibility for teachers of the severely disabled and for allowing them to "help out": (1) parent meetings; (2) school committees, and (3) faculty meetings. Participating in school activities and/or committees reinforces the notion that teachers of the severely handicapped are part of the general school faculty, i.e., there is one school program and one faculty that serve a continuum of students.

3. Meeting Other Staff

It is crucial for teachers of the severely disabled to be involved with the regular education staff. Teachers of the severely disabled need to set aside time to meet regular education staff by going into the teachers' room before and after school. It is also essential to take a break during the school day to go into the teachers' lounge. Staff for the severely disabled will assist in covering for the teachers of the severely disabled so these teachers can leave their classrooms.

* Generated by Project REACH

4. Teacher Buddy

It is helpful to identify a regular education teacher who can orient the new teacher to the 'ins' and 'outs,' politics, and procedures of the school. This 'buddy' can help to promote acceptance of the new teacher among the general education faculty.

5. School Protocol

Each school site will have its own system of protocol, e.g., supply requests, campus visitors, borrowing materials, etc. Certain types of protocol have been formally established by the principal. Teachers of the severely disabled will need to identify the system of protocol established by the principal with respect to various school operations/functions. Other types of protocol are more subtle and have been informally established over time by the total staff, e.g., interactions in teachers' lounge, dress code, etc. Integration of new teachers and, hence, severely disabled students will depend in part upon your acknowledgement and acceptance of the school's protocol. Teachers of the severely disabled and staff will need to assist each other mutually in identifying various aspects of protocol at individual schools.

6. Dress Code

Dress code varies across school sites. Teachers of the severely disabled should make an effort to dress according to school standards.

7. Public Relations (PR) with General Education Faculty

In addition to participating in school activities, serving on committees, and assuming various other duties, there are other actions that will promote good public relations and foster the acceptance of teachers of the severely disabled and their students. Some suggestions from teachers who have participated in REACH or other integration projects include the following:

(a) Establish a reciprocal relationship with general education faculty. Do not hesitate to ask questions or for assistance, but be willing to return the favor. Sharing shouldn't seem to be too one-sided.

(b) Consider and plan out activities that will facilitate interaction with the general education faculty. These activities could be adult-oriented, such as having a barbecue; or, they could be child-oriented, such as inviting several classes along on a unique field trip.

7. (cont'd)

(c) Develop methods of providing support to the general education faculty, such as helping a teacher to design a behavior management plan for a particular student, or suggesting special curriculum materials that might be useful in the regular class.

(d) Invite regular education teachers into your class to observe and/or to participate. You may not mind an open-door policy, or you may want to schedule visits to minimize persistent instrusions. Either approach will serve to make general education feel welcome around the severely disabled students, to de-mystify the 'specialness' of the classes for the severely disabled, and to provide a means of 'informal' inservice for the general education faculty.

(e) Avoid involvement in school 'riffs;' be careful not to talk about others, or to take sides.

(f) Be generous in providing reinforcement to general education faculty for their efforts toward the integration program. Thank them for whatever help they provide, no matter how small the favor may seem. Do not take support or assistance from the general education faculty for granted.

(g) From time to time, bring in snacks (donuts, etc.) to the teachers' lounge.

8. Informal Inservice

Teachers of the severely disabled should be aware of their daily role in providing general education faculty, staff, and students with information as a function of their 'informal inservice' roles. This type of inservice (informal) is a subtle, yet very important function in fostering integration. Be prepared to respond to questions about the medical conditions of the severely disabled students, their prosthetic devices, and their behaviors. However, do not put your students on display. Refrain from discussing their disabilities and associated behaviors in front of the students. ALWAYS find a way to emphasize the positive, e.g., be quick to point out the many things a particular student CAN DO, despite his or her physical limitations. Do not become overly defensive about the severely disabled students, and/or do not appear disturbed by frequent queries from the general education staff or students. Frank answers coupled with positive emphasis, wherever possible, will help to lessen fears and to de-mystify the classes for the severely disabled.

9. Integration Considerations

There are many misconceptions concerning the process and/or the purpose of integrated programs for the severely disabled. It is helpful to consider the following facts:

(a) Integration is a slowly developing process that requires systematic planning, advocacy work, and persistence. It will not occur automatically merely by placing severely disabled students in close proximity to nondisabled students. The process of integration must be generated and reinforced by the special education faculty.

(b) Integration will need to be differentially accomplished at each school site. The 'personality' of each school and its needs should direct the approach to integration taken at different campuses.

(c) The general education faculty, staff, and students will react and respond to integration according to the attitudes projected by the teachers and other faculty responsible for teaching the severely disabled. Timidity toward integration on the part of teachers of the severely disabled will serve only to accentuate fears and resistance among the general education population.

(d) Integration should be viewed as a continuum of interactive experiences ranging from very little association with non-disabled peers to maximal participation in the general education program. Individual students will need different experiences throughout the school year. The process must be individually accomplished, considering the needs and skill repertoires of each severely disabled student.

(3) The purpose of integration is not an attempt to make severely disabled students 'normal.' Instead, the purpose of integration is to provide severely disabled students with opportunities to adjust in as many normalized settings as possible, so as to enhance their options for independent functioning in multiple environments.

RESOURCES

PARTIAL LIST OF IOWA SCHOOL DISTRICTS WHO HAVE INTEGRATED OR IN THE PLANNING PROCESS FOR INTEGRATION OF STUDENTS WITH MODERATE AND SEVERE HANDICAPS

1. Charles City Community School District
   500 North Grand Avenue
   Charles City, Iowa 50616
   Contact Person: Ted Anderson
   Phone: 515/228-1483

2. Mason City Community School District
   1515 South Pennsylvania Avenue
   Mason City, Iowa 50401
   Contact Person: Nancy Werner
   Phone: 515/423-9514

3. Fort Dodge Community School District
   330 First Avenue, North
   Fort Dodge, Iowa 50501
   Contact Person: Gary Cutler
   Phone: 515/576-1161

4. Storm Lake Community School District
   419 Lake Avenue
   Storm Lake, Iowa 50588
   Contact Person: Gary Petersen
   Phone: 712/732-2257

5. Cedar Rapids Community School District
   346 Second Avenue, SW
   Cedar Rapids, Iowa 52404
   Contact Person: Chuck Beusch
   Phone: 319/398-2223

6. Iowa City Community School District
   509 South Dubuque Street
   Iowa City, Iowa 52240
   Contact Person: David Cronin, Superintendent
   Phone: 319/338-3685

7. Olin Community School District
   Olin, Iowa 52320
   Contact Person: Ralph, Bartelt, Superintendent
   Phone: 319/484-2155

8. Kalona Community School District
   Kalona, Iowa 52247
   Contact Person: Dick Van Hoozer
   Phone: 319/656-2243

9. Newton Community School District
   807 South Sixth Avenue, West
   Newton, Iowa 50208
   Contact Person: Armond Miller
   Phone: 515/792-4494

10. Council Bluffs Community School District
    207 Scott Street
    Council Bluffs, Iowa 51501
    Contact Person: Margit Paulsen
    Phone: 712/328-6431

11. Maquoketa Community School District
    607 West Summit
    Maquoketa, Iowa 52060
    Contact Person: Tom Hutton
    Phone: 319/652-5157

12. Ottumwa Community School District
    P.O. Box 698
    401 North Market Street
    Ottumwa, Iowa 52501
    Contact Person: Celia Zinser
    Phone: 515/684-6559

Public School Integration of Severely Handicapped Students

Rational Issues and Progressive Alternatives

edited by

Nick Certo, Ph.D.
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University of Maryland

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Preface

This edited volume, compiled under the authorization of The Association for the Severely Handicapped (TASH), has been written to provide a factual, conceptual, and economic counterpoint to the many negative myths, alarmist exaggerations, and opinions often based on incomplete information that have effectively blocked many severely handicapped students from receiving their education in the same settings as their nonhandicapped peers, not to mention usurping their rights as citizens.

The volume includes 14 chapters, written by TASH members, that form a comprehensive, multifaceted treatment of public school integration for severely handicapped students. The first chapter begins with a review of the history of educational services for severely handicapped students and concludes with a strong statement regarding what education should be, namely, integrated education for all students. The second chapter presents a thorough review and analysis of the factual research basis for integration which clearly supports the following simple conclusion: If you want severely handicapped students to interact with nonhandicapped individuals, they have to spend a little time together. Once again, severely handicapped students demonstrate that they cannot learn a skill without direct instruction, and that systematic direct instruction with nonhandicapped peers is the only remedy to the interaction deficits that result from segregated education.

Following the presentation of the book's position of what education should be, and the factual basis for this position, the third chapter presents the reality. This chapter reports on the frustrating experiences of four families who have attempted to secure an education for their severely handicapped children in integrated settings. It reviews obstacles presented by school administrators and compromises of questionable legal validity families were encouraged to accept. It demonstrates the type of commitment and perseverance families often must have to secure integrated services for their children. When one compares the ample legal and empirical support for integration against the stories of these four families, a sense of outrage at the callous manipulation of children by some school officials emerges.

The following four chapters describe the process of transition from segregated to integrated services. These chapters deal with this transition from a variety of perspectives that range from long term planning and systematic statewide change, to building-level facility and staff preparation strategies. The next five chapters provide concrete strategies for determining interaction instructional content and for facilitating interactions once severely handicapped students begin receiving their education in integrated regular school settings.

The final two chapters present both a state department of education and federal department of education perspective on the integration of severely handicapped students. Of the two, the federal perspective particularly is noteworthy both for its strong, clear position in support of integration for all severely handicapped students and for the unique perspective it provides for analyzing the potential points of contention between constituent groups who inevitably are involved in the development of new educational options.

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By maintaining a consistent balance between philosophical information, practical techniques, and empirical validity, we believe the contributors to this latest TASH volume have provided a valuable resource to families and practitioners attempting to provide severely handicapped students with an equal and meaningful education—one that does more than simply occupy 5 hours a day for 9 months of a school year at public expense.

N.C.
N.H.
R.Y.

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BURLINGTON'S MAKING SPECIAL FRIENDS PROJECT

PROJECT OVERVIEW

Burlington's Making Special Friends Project is a joint effort of the Burlington Public Schools and the Center for Developmental Disabilities at the University of Vermont. The goal of Burlington's Making Special Friends Project is to develop, implement, evaluate, and disseminate a model for providing innovative educational services to severely handicapped learners within the Burlington, Vermont public schools. The model was designed to facilitate integration and interactions between severely handicapped persons and nonhandicapped peers and adults. The project's three major components are the In-School Social Integration, Community Integration, and Parent Involvement models. The In-School Social Integration model is primarily concerned with facilitating social interactions and integration within school settings. The Community Integration and Parent Involvement models are concerned with facilitating social interactions and integration in general community settings (e.g., grocery stores, restaurants) and the learner's home and neighborhood respectively.

The models were designed by task forces of teachers, parents, support staff, and project staff. The Project is currently in its third year of implementation. Dissemination materials which describe the models and strategies for implementing them have been developed.

DISSEMINATION MATERIALS

The following monographs are available at cost through the Center for Developmental Disabilities Monograph Series.

1. Social Integration of Severely Handicapped Students - A Review of Literature

   A review of the literature on the social integration of severely handicapped learners is provided in this monograph. Research results, integration models, and significant issues are addressed. 30 pages; cost $2.70.

2. Burlington's Making Special Friends Project: Model Overview

   The rationale for the project and the context in which it was developed are delineated in this monograph. The In-School Social Integration, Community Integration, and Parent Involvement components of the project are described in detail. 45 pages; cost $4.05.

THE REMAINING MONOGRAPHS WERE DEVELOPED TO BE USED IN CONJUNCTION WITH MONOGRAPHS ONE AND TWO.

3. Implementation Guidelines and Inservice Training

   This monograph articulates how the model can be implemented through the provision of inservice training to educators of the severely handicapped. 21 pages; cost $1.89.

4. Strategies for Implementing Model Components

   This monograph suggests strategies, sample forms, and procedures for implementing the In-School Social Integration, Community Integration, and Parent Involvement components of the project. A strategy for incorporating model components into the IEP process is also described. 65 pages; cost $5.85.

5. Developing Community Resource and Accessibility Guides

   Procedures for developing community resource and accessibility guides are described. The intent of each guide is to facilitate access to community environments and services. 39 pages; cost $3.51.

6. Sample Forms

   This monograph consists of blank forms which have been developed for the planning, implementation, and evaluation of the model components. 78 pages; cost $7.02.

7. Curriculum Guide and Graded Course of Study for Special Education Grades K-12

The curriculum guide was developed by the Burlington School District (in Burlington, Vermont) for moderately to severely handicapped learners. The curriculum guide provides guidelines for promoting social interactions, providing community-based and community-referenced training, and working with parents. The guidelines contain skill listings for the following curriculum domains: communication, motor, functional academics, social/adaptive, domestic, recreation/leisure, community, and vocational. 38 pages; cost $3.42.

Individual monographs may be purchased; however it is recommended that those interested in an overview of the model acquire monographs one and two. Those interested in implementing all or part of the model should purchase the complete set of the monographs.

To obtain copies of the monographs, write to:

Monograph Coordinator
Center for Developmental Disabilities
499C Waterman Building
University of Vermont
Burlington, Vermont 05405
(802) 656-4031

Severely Handicapped Integration Project

Dissemination Program

Introduction

The concept of the "least restrictive environment" has recently been validated by a number of theorists and practitioners in education and the various helping professions. Pursuing what the National Association for Retarded Citizens (1973) referred to as "an existence as close to normal as possible" (p.72) for handicapped youngsters, both parents and professionals have become committed to providing school placement in environments as similar as possible to those of nonhandicapped children. At one time this position was considered radical. Today, however, a large number of educators have accepted the philosophy of mainstreaming most mildly handicapped children and youth into regular classes (Lilly, 1971) while placing youngsters with severely handicapping conditions in self-contained classes within the regular school environment. This concept and movement seems to have the support of a majority of parents and professionals. Furthermore, it is based on such landmark cases as the Pennsylvania Association for Retarded Children versus the Commonwealth of Pennsylvania (1971) and Mills versus the Board of Education of the District of Columbia (1972), not to mention P.L. 94-142 which mandates the use of the least restrictive environment. In spite of such backing, little attention has been given to preparing the least restrictive environment to accommodate handicapped students. Specifically, although curricula and procedures have been developed and implemented for handicapped children and youth within the public school environment, few attempts have been made to investigate methods for positively modifying the attitudes, and subsequently the behaviors, of regular class teachers, staff, parents, and students toward the integrated exceptional student. This lack of attention is especially true for severely

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handicapped children and youth who, in many instances, are being exposed to the public school arena for the first time in their lives. As Martin (1974) cautioned, unless educators develop strategies for creating an attitude of acceptance towards the exceptional child "we will be painfully naive, and I fear we will subject many children to a painful and frustrating educational experience in the name of progress" (p.150). In addition, others (MacMillan, 1971; Newman & Simpson, 1983; Simpson, 1980; Voltz, 1980) have contended that integration programs can be successful only to the extent that they are able to create an educational environment in which exceptional children and youth will be able to thrive and develop. The creation of such a supportive environment requires that strategies be developed to assure not only that appropriate instructional materials are utilized, but also that social, emotional and attitudinal concerns are given proper attention. Again, this need has greatest implications for severely handicapped children and youth.

In an effort to respond to the above identified needs the Severely Handicapped Integration Project (SHIP) of the University of Kansas was begun in 1981. The project was designed to develop, implement, evaluate and disseminate a model and procedures for integrating severely handicapped pupils[1] into appropriate school, home and community environments.

[1]Severely handicapped children and youth are those who because of the intensity of their physical, mental or emotional problems, or a combination of such problems, need educational, social, psychological, and medical services beyond those which are traditionally offered by regular and special education programs in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. The term includes those children and youth who are classified as autistic or autistic-like, severely mentally retarded, and those with two or more severe handicapping conditions.

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This federally supported project, located in the Shawnee Mission Kansas Public Schools, is a joint venture of the University of Kansas and the Shawnee Mission Public Schools.

The project has been involved in four major activities:

1. Training programs for teachers and administrators.

   This activity has involved developing, implementing and evaluating a training program for teachers and administrators of handicapped and nonhandicapped students. Consequently, professional staff in the Shawnee Mission District have participated in in-service training programs and graduate level classes focusing on exceptional children and youth.

2. Training programs for parents.

   This project element has involved developing, implementing, and evaluating the effects of a training program for parents of handicapped and nonhandicapped pupils on severely handicapped children and youth. Parents of students in the Shawnee Mission District have been provided information, experiences and programs to aid them in better understanding and serving the needs of handicapped pupils.

3. Programs for modifying the attitudes of regular class students.

   This component has involved developing, implementing and evaluating curricula for modifying regular class pupils' attitudes towards exceptional children and youth. This activity consisted of familiarizing nonhandicapped pupils with the characteristics and needs of handicapped pupils; fostering more accepting attitudes toward handicapped individuals; and promoting better interactions between handicapped and nonhandicapped pupils. Thus, this

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unit of the project has provided regular class pupils information about and appropriate experiences with handicapped children and adolescents.

4. Socialization training for the handicapped.

   This component of the program has focused on developing, implementing and evaluating procedures for training severely handicapped pupils to interact more appropriately with their non-handicapped peers. To this end, handicapped youngsters have been involved in socialization training, behavior management and other social modification strategies designed to bring about more adaptive social responses.

Dissemination Program

The Severely Handicapped Integration Project staff is able to provide technical support, replication assistance and other dissemination-related training to school districts and agencies. This assistance will fall into four major areas: inservice for regular classroom teachers and administrators about exceptional children and youth; parent-related programs; nonhandicapped pupil attitude modification activities; and socialization programs for the handicapped.

Training will primarily be designed for district and organization leadership and inservice personnel. After completing the training program participants will be able to implement the curricula and procedures presented by the Severely Handicapped Integration Project staff with teachers and administrators in their own districts.

The teacher and administrator dissemination activities will focus on training personnel in the use and adaptation of a structured inservice curriculum on the handicapped with regular class teachers and administrators in their districts or jurisdiction. The curriculum is designed to familiarize

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and sensitize professional educators to the nature and needs of the handicapped. The following sections are included: (a) general characteristics and needs of handicapped pupils; (b) legal issues in the education of exceptional children and youth; (c) characteristics of specific groups of exceptional pupils, including those with intellectual and ability exceptionalities, visual impairments, hearing impairments, physical and health impairments, emotional disturbances, and learning disabilities; (d) adaptation and individualization of instruction for exceptional students; (e) behavior management of exceptional pupils; (f) mainstreaming and related issues; and (g) parent involvement programs.

The training program for parents will train participants to apply a parent-related curriculum in their own settings. The training will focus on such topics as (a) impact of an exceptional child on a family; (b) listening to parents; (c) interviewing parents; (d) training parents to be agents of change with their own children (e) conducting progress report conferences; and (f) resolving conflicts between parents and educators. This phase of the program will make use of simulation.

The workshop segment dealing with modifying the attitudes of regular class students is designed to train participants in the use of attitude change curricula. That is, trainees will be taught to select and apply curricula to sensitize and familiarize regular class children and youth about their handicapped peers. Two separate curricula, each designed for use with elementary, middle school and senior high school students will be introduced. One curriculum presents a categorical approach (e.g., mental retardation, emotional disturbance, etc.) to sensitizing regular class students to exceptionalities while the other is noncategorical. Thus, rather than covering specific types of exceptionalities, the latter will

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present information about individual differences, acceptance and conformity, values, normalization, institutionalization and similar concepts.

In addition, trainees will be trained to set up interactions between handicapped and nonhandicapped pupils.

This phase of the inservice training program will revolve around the appropriate use of the two curricula for direct training of pupils as well as training other educators to use the curriculum manuals with students. Further, trainees will be introduced to other curricula and materials available for familiarizing regular class pupils with the handicapped.

The socialization training for the handicapped portion of the dissemination program is designed to instruct trainees in the use of behavior-change and socialization strategies. The instruction, which will follow a structured socialization resource training manual, will focus on such topics as (a) development of intervention and socialization techniques; (b) compliance training; and (c) use of strategies and techniques to effect change in the social behavior of handicapped children and adolescents.

Dissemination Plan

Participants in the Severely Handicapped Integration Project dissemination program will be able to choose from three technical assistance plans:

Plan I: This option will involve four major components: (a) information; (b) inservice training; (c) demonstration/interaction and (d) technical assistance and problem solving services. The information phase of I involves dissemination of training materials and manuals (orientation materials; regular-class teacher and administrator curriculum on the handicapped; parent training materials and resources; nonhandicapped pupil attitude-change curricula and interaction activity manuals; and socialization manual) to trainees along with instructions on how to prepare the

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inservice training sessions.

The inservice training component of Plan I consists of a two-day training session. Three-fourths of one day will be devoted to modifying the attitudes of regular class students towards exceptional pupils; one-half day to socialization training for the handicapped; while the remainder of the two-day workshop will focus on teacher and administrator training, parent training, synthesis activities and inservice evaluation.

The demonstration/interaction component of Plan I dissemination model will follow inservice training. Upon completing this training participating sites will be invited to send one or more of their trainees to the Severely Handicapped Integration Project where these individuals will observe and interact with project staff. Because the Project staff will be involved in implementing many of the procedures and programs presented in the workshop, trainees will have an opportunity to observe and discuss with Project personnel areas in which they were previously provided training. Trainees will be invited to observe for up to five days.

The technical assistance and problem solving components of Plan I are designed to provide participating districts and agencies an opportunity to discuss issues and problems associated with implementing the Severely Handicapped Integration Project model and integrating severely handicapped pupils into age-appropriate programs and buildings. Specifically, telephone conversations between Project staff and participating program personnel will serve as a means of discussing matters pertinent to the successful adaption of the training materials and concepts.

Plan II: This option is identical to Plan I with the exception that the demonstration/interaction phase of dissemination occurs at the training site. Following inservice training a member of the SHIP staff will provide

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on-site technical assistance, demonstration services and problem-solving ideas. Further, the staff members will offer suggestions for specific and individualized implementation of strategies and curricula presented in the inservice stage of dissemination.

Plan III: Plan III is the same as Plans I and II except that trainees will not engage in demonstration/interaction activities. That is, the plan will be limited to (a) information, (b) inservice training, and (c) technical assistance and problem solving services.

Severely Handicapped Integration Project Staff and Trainine Resources

The SHIP Project is staffed by six educators with extensive training and experience in both special and regular education. The core staff is supported by other faculty and staff from the University of Kansas.

Efficacy of the SHIP Model and Associated Materials

During the past three years of the Severely Handicapped Integration Project efforts were made to submit the various curricula, procedures and strategies to extensive empirical scrutiny. Only concepts and procedures demonstrated to have empirical validity and efficacy will be disseminated. Efficacy data and results are available upon request.

Program Eligiblity

School districts and other organization wishing to participate in the SHIP dissemination program must meet four basic criteria including the willingness or ability to: (a) provide at least a portion of their educational services for severely handicapped children and youth (refer to page 2 for a definition) in age-appropriate settings where the handicapped are in physical proximity to nonhandicapped pupils; (b) make a commitment to have appropriate personnel participate in the training program and dissemination activities; (c) attempt to implement at least a portion of the SHIP model and curricula following the dissemination activities; and

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(d) provide agreed-upon remuneration to the Severely Handicapped Integration Project for dissemination training.

Dissemination Costs

Each district or organization selected to participate in the training program will receive a set of dissemination materials: an inservice orientation packet; regular-education teacher and administrator handicapped curriculum manual; training materials and resources; nonhandicapped attitude-change curricula and interaction activity manuals; and socialization training manual for the handicapped.

Districts and organizations will be asked to share the expenses of the SHIP trainers during each inservice program conducted at local sites. Programs sending personnel to inservice sessions or to observe the SHIP program must assume all expenses incurred during these visits. Further, sites will be required to pay the subsistence and travel expenses of SHIP staff during the demonstration/interaction phase of training conducted at sites.

Finally, districts and organizations will be required to assume only their own phone, mailing and other incidental expenses during the technical assistance and problem solving phase of dissemination.

Summary Information

Parties wishing additional information or procedures for training sessions should contact Dr. Richard L. Simpson, Project Director, Department of Special Education, University of Kansas Medical Center, Kansas City, Kansas 66103. Phone: (913) 580-5955.

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The Integration of School-Aged Children and Youth with Severe Disabilities: A Comprehensive Bibliography and A Selective Review of Research and Program Development Needs to Address Discrepancies in State-of-the-Art

by

Luanna Meyer Voeltz, Robert E. Johnson, and Ralph J. McQuarter

Minnesota Consortium Institute
University of Minnesota
Minneapolis, Minnesota

November 1983

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A Note to the Reader

As is required according to the product development effort specified in our contract, this review of the literature will be continuously updated and a revised version will be produced and disseminated each year, in November, through the completion of the contract in 1987. Comments, criticisms, corrections, additions, deletions, and qualifications to the listings and interpretations offered in this review and discussion are not only welcome, they are specifically invited.

We have made a special effort to distribute this product not only to our sibling Institutes, but to any potentially interested persons who may be engaged in related research, training and program development efforts and who may therefore be able to provide us with input regarding ongoing integration interventions and results. Authors and others are asked to help us in our attempt to provide a comprehensive and criti... summary of the state-of-the-art in this area by providing information on your own efforts and the efforts of your colleagues. If you assist us in this way, we are able to increase the likelihood that our summary is accurate and fair, and thus helpful to researchers, program developers, teachers, parents, administrators, policy makers, and others who have an impact on the level of integration which will be experienced by individual learners with severe handicapping conditions. Please call us at 612-373-5608/5609 or write to us at:

The Minnesota Consortium Institute for the
Education of Severely Handicapped Learners
Department of Educational Psychology
Burton Hall 144
178 Pillsbury Drive, SE
University of Minnesota
Minneapolis, Minnesota 55455

We thank you in advance for your interest and your help in this effort.

Introduction

Scope

Our intent is to provide a comprehensive (exhaustive) listing of all bibliographic references regarding the integration of severely handicapped children and youth into the public schools and the mainstream of community living during the school years. This first review effort attempts to include all such literature regarding the int gration of school-age students who are moderately/severely handicapped. We have thus included work which focuses upon the moderately to profoundly retarded, autistic, deaf-blind, and severely multiply handicapped students from the ages of 6 through 21 relative to school integration. Thus, one significant departure from previous reviews and reference catalogues in the area of integration is that we have not included work which focuses upon preschool age children. We have deliberately omitted this material from our listing and review not only because our contract is directed to meeting the integration needs of school-age younsters, but also because we belive that the literature on preschool experiences is of limited usefulness for efforts in the public schools during the elementary, secondary, and post-secondary years. Preschool children differ and have different needs in comparision to school-age learners, and the contexts for integrated experiences in this age range also differed markedly from the conditions presented by the public schools. One consequence of our decision to delete preschool-focused material from the review is a marked decrease in the number of citations and the dat -base in general for effective integration strategies. We thus would also challenge the field to consider that, given a choice, our priorities in the area of integration research and development should be focused upon the elementary and secondary years in order to begin to accumulate even a minimally comparable data-base for

what we do. In fact, as should be apparent from this review, the need for validated strategies at the secondary level in particular is critical.

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Organization and Content

Our review of the literature regarding the integration of severely handicapped children and youth is divided into three major sections: (1) The Rationale for Integration; (2) Systems Change and How to Integrate; and (3) The Effects of Integration on Children. Each section begins with a summary discussion of the existing sources of information relative to that issue, and concludes with recommendations regarding solutions to identified problems and needed research and development efforts to address unanswered questions. Following this discussion within each section, comprehensive bibliographic listings are provided under sub-topic headings for more specificity. The major sections and the listings are organized as follows:

Part I: The Rationale for Integration

This section includes summaries of civil rights issues, legislation/litigation, state-of-the-art concerns in educating severely handicapped students, and professional or expert opinion. The literature in this section is values oriented. With rare exception, this literature takes the position that integration is both proper and overdue, and that positive outcomes will occur as a function of translating those values into practice and will be dependent only upon the quality of our effort.

Part II: Systems Change and How to Integrate

This section is focused upon strategies to integrate districts and schools. The bibliographic listing is divided into three sub-sections: (1) Strategy Recommendations for Systems Change; (2) Case Studies of Actual Systems Changes; and (3) How to Integrate at the School Level. The entries under "Case Studies" can be thought of as data-based, where

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recommendations which are made are based upon the individual district integration case history, as are several small n experimental investigations of how to integrate a severely handicapped child into a larger group. With one or two exceptions, most other entries in this section are not, technically speaking, validated "how to" strategies. Instead, implementation recommendations are based upon reviews of the literature, professional opinion and/or direct experience with a particular program.

Part III: The Effects of Integration on Children

This section includes substantive efforts to review the existing database on the integration of severely handicapped (school-age) students into school and community, including reviews of the effects of interactions between handicapped and nonhandicapped children and youth. Following this general introduction summary of previous literature reviews, the remaining discussion summary is divided into two major sections: (1) Integration for Social Skill Development, where the focus is upon preparing the severely handicapped child to be socially competent in integrated environments; and (2) Attitudes and Interactions, where the focus is upon preparing the "nonhandicapped community" to function as a congruent (accepting) environment which can and will effectively include severely handicapped persons. The bibliographic listings in this last sub-section are organized in three topical areas: (a) attitude and information studies; (b) peer tutoring studies; and (c) peer interaction studies. With some exceptions, most of the citations listed in Part III are data-based, i.e., they report various empirical outcomes associated with various types of integration intervention efforts. We have also included, however, program descriptions which may be accompanied by only anecdotal, informal information on results.

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Part I: A Rationale for Integration

The rationale for providing integrated services for severely handicapped learners has included reference to one or more of the following reasons supporting movement to public schools attended by same-age nonhandicapped peers: (1) Integration is seen as a civil right. This is generally expressed as a right to associate with nonhandicapped persons as well as to participate in normalized patterns of daily life and in community environments shared with nonhandicapped individuals. Public Law 94-142, Section 504 of the Rehabilitation Act, and various litigative decisions can be offered to support this legal interpretation; (2) Integration is viewed as cost-effective in comparison with segregated services in handicapped-only settings. This is not the case because essential services would no longer be provided in integrated services, but because these services need not duplicate the various generic administrative and programmatic components available to all children in mainstream settings; (3) Severely handicapped learners must be exposed to integrated community environments in order to acquire and practice functional skills and to develop social competence; (4) Integrated experiences across the lifespan are essential if the nonhandicapped "community" is to develop the attitudes and skills to effectively accept severely handicapped persons into various roles and responsibilities in the mainstream; and (5) Integration is essential to the development of various social interactions and friendships which are themselves a crucial component of quality of life for severely handicapped persons.

Although there are still occasional debates regarding the meaning of the "least restrictive environment" (cf. Peck & Semmel, 1982) for severely handicapped persons, and although there are still instances of litigative challenges to the right to integrated services (St. Louis

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Developmental Disabilities Treatment Center Parents' Association et al., v. Arthur Mallory et al., 1983), the published literature is currently in support of integration. The right of handicapped students--without exception--to receive an education in a neighborhood public school, close to home, and attended by nonhandicapped similar-age peers in the natural proportion is represented in position papers (Brown, Branston, Hamre-Nietupski, Johnson, Wilcox, & Gruenewald, 1979; Sontag, Certo, & Button, 1979), legislation (P.L. 94-142 and Section 504), litigation (PARC v. Commonwealth of Pennsylvania, 1982), legal interpretations of litigation and legislation (Gilhool & Stutman, 1978), and increased public acceptance of the rights of handicapped persons to participate in the community. In a recent keynote address, the Assistant Secretary for Special Education, Madeline Will, cited integration as one of four top priorities in the current efforts of the U. S. Department of Education. Finally, various media efforts relative to the experiences of handicapped persons are increasingly consistent with these new attitudes of inclusion and normalized support networks. Wide promotional coverage has been given to television movies (e.g., "Bill" and its sequel), theatrical releases (e.g., "Best Boy"), and specials carried on public television (e.g., the Australian production "Captives of Care" featured on NOVA). Sensitive Broadway plays have also been financial successes, e.g., "Children of a Lesser God" and the "Fifth of July."

We also perceive a marked decrease in the appearance of policy statements and the articulation of professional opinion that the effects of integration will be negative. The "debate" between Burton and Hirschoren (1980a, b) and Sontag, Certo and Button (1980) -- in which Burton and Hirschoren challenged integrated services for severely handicapped learners and Sontag and his colleagues reaffirmed their right to such services -- has not been repeated

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in any form or forum in the professional literature. Both The Association for Persons with Severe Handicaps (TASH) and the National Society for Children and Adults with Autism (NSAC) have adopted formal resolutions in support of the rapid termination of segregated placements and their replacement with integrated community placements which incorporate access to comprehensive, systematic, and chronological age-appropriate interactions with persons who do not have identifiable handicaps. While concern has been expressed in the Journal of Autism and Developmental Disorders by a parent who has been a major advocate in NSAC that community services may not yet be equipped to provide these quality integrated services (Sullivan, 1981), the resolutions stand to date with no recent significant efforts to modify them. The National Association for Retarded Citizens has now sponsored legislation which would, over a ten-year period, remove certain categories of federal funding from institutions and other larger service placements which are not community-based and which do not offer support for community integration. Although this legislation is pending and may even be defeated, its support by the NARC and others is a dramatic statement regarding the position of advocates, parents and others regarding the rights of handicapped persons to living and learning in normalized facilities and situations.

The appearance of Certo, Haring, and York (1984)'s Public school integration of severely handicapped students: Rational issues and progressive alternatives provides a formal marker for this move from a debate over the merits of integration to acceptance of the goals of integration. Certo, Haring and York's edited collection additionally

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marks the appearance, in increasing numbers, of guidelines for establishing and supporting integration with validated curricula and the articulation of the various experiences of systems which have succeeded in establishing such services. Gaps in our existing data-base are still evident, and several of these will be summarized in the section on systems change.

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Part II: Systems Change and How to Integrate

The clear consensus that integration is both proper and overdue should be apparent from the previous sections. Why then do school districts throughout the country continue to serve many if not most severely handicapped students in segregated, handicapped-only schools? In some cases, this discrepancy between services and state-of-the-art does reflect an unwillingness to provide appropriate services or actual philosophical and professional disagreement with services in regular public schools. In many other cases, however, the failure to move services for severely handicapped students to integrated schools in their own neighborhoods reflects serious systems difficulties as well as interference from non-educationally relevant systems-related variables. Shifting services from centralized, handicapped-only settings to local schools invariably involves major and dramatic changes in administration, physical facilities, programs and provision of related services, and the attitudes of everyone involved. Given the clear mandate, the widespread acceptance of integration as a goal, and the obvious need to provide districts with guidelines as to how they can best achieve that goal, the dearth of information on systems change strategies is appalling. We were able to locate, for example, only four "case histories" of how integration was made to happen in actual school districts. While one could maintain that such systems changes are sufficiently idiosyncratic that it is not possible to provide generalizable change strategies, a reading of the literature which does exist indicates common problems and solutions in most areas. It is likely that the major reason for the absence of reports of successful systems changes is that there are no convenient publication outlets for such material. The

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Minnesota Consortium Institute answers frequent requests for information in this area from local districts and state departments of education across the country, so a need clearly exists. In order to address this need, a monograph or edited volume on strategies to achieve systems change to integrated services should be produced.

Variables Associated with Systems Change

Several writers have articulated what appear to be common difficulties in achieving the transition to integrated services, including any or all of the following service characteristics: (1) special and regular education are, in many parts of the country, administratively separate. In addition, budgets are often separate. The transition to integrated services ought to be advocated by special educators, yet these individuals are likely to view their ability to provide services as well as their own professional positions as being integrally tied with separate, handicapped-only systems. Administrators of district cooperatives, for example, would have no equivalent in neighborhood school services provided at the local educational agency level. Special education teachers may be unwilling or unable (e.g., be uncertified) to "follow their students" from private and institutional to public schools services; (2) a history of homogeneous services creates negative expectations for serving a low incidence population in low density population areas. Hence, districts may argue that there are insufficient similarly handicapped children within a school catchment area to justify providing services at the neighborhood school level, and continue to advocate for centralized services in order to efficiently deliver ancillary (OT, PT, Speech, etc.) services where there are sufficient numbers of students for one to several classes; (3) special equipment and transportation needs have created a climate whereby districts consider it necessary to transport

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severely handicapped students to school in segregated, specially equipped vans and buses. This involves long transportation times for the children involved; (4) regular schools are considered to be inaccessible and restricted school budgets make it difficult to modify all but a few such buildings. For the most part, schools across the country were built prior to the current mandate and sensitivity to the issue of physical access. In many metropolitan areas, there is even insufficient entry-to-street footage to make a ramp possible; (5) parents have become strong advocates of handicapped-only settings, which were willing to provide services to their youngsters at a time when the public schools refused to serve their children. The public schools have an equivocal reputation in many parts of the country, while private handicapped-only settings maintain their existence through carefully monitored public relations campaigns essential to continued financial support. Hence parents are convinced that the public schools are not capable of providing a quality education for their child, and are loyal to the settings which now do so. This has ironically resulted in strong resistance from the parents of special education students who might have been presumed to be supportive of attendance at regular schools; and (6) in some areas, declining regular education enrollments have forced school closings, hence resulting in an actual space shortage. As a result, there are less likely to be empty classrooms for special education classes in comparison to a few years ago.

There are several helpful sources which address these and other systems change issues. The Handicapped Public Policy Analysis Project (1983) describes a number of strategies used by state departments of education to persuade local educational agencies to adopt regular school placements. Piuma, Halvorsen, Murray, Beckstad, and Sailor (1983) and Voeltz and Kishi

(in press) describe the experiences of two large school districts and propose planning and implementation strategies which will facilitate integration. Noel (1984) has chronicled the experiences of four families in obtaining services for their children, and Taylor (1981) identified 12 exemplary integrated sites and conducted extensive telephone interviews and site visits in order to derive generalizable change strategy recommendations. The recommendations he makes are consistent with those evident in two actual integration histories, one in Oregon (Wilcox, McDonnel, Rose, & Bellamy, 1982) and one throughout the state of Hawaii (Voeltz & Kishi, in press). Voeltz and Kishi (in press) in particular provide a detailed account of various integration obstacles, how each was addressed by the school system, and propose a set of "integration markers" to judge the effectiveness of future integration efforts. Even though it would appear that the information is known regarding effective systems change strategies, it should be noted that none of these reports is readily available to the public and to school administrators and policy makers. One is published as an article in a journal read primarily by practitioners in special education serving severely handicapped learners, one is forthcoming in a book not yet published, and the others are in-house documents to which most persons would not have access. The Certo, Haring, and York (1984) collection has made a major contribution in this area, but the field is still lacking a comprehensive and consise collection--directed to administrators, policy makers, and the general public--which details principle and practices needed to integrate a public school system in this country.

Variables Associated with Integration at the School Level

Once a school district has determined that services will be integrated, what procedures should be followed to prepare children, teachers and staff,

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parents and the community for this major and dramatic social change? There is a rapidly expanding literature in this area--well-represented by the Certo et al. (1984) volume--consisting of model program descriptions, assessment and intervention strategies, school-wide attitude change and information interventions, teacher training materials, and curriculum innovations directed to both regular and special education students. Most of these materials are unvalidated, i.e., they reflect the professional (though expert) opinion of a special educator based upon that individual's personal experiences and interpretations of the existing literature. Many are first-hand reports of an individual intervention program, accompanied by anecdotal evidence supporting positive results. Wilcox and Bellamy (1982) provide the only fully developed and explicit model for services in a particular age range (secondary), though only selected strategies within that model have been validated in single subject research investigations; the model design itself represents a "state-of-the-art" synthesis of the various recommendations offered as components of programs for severely handicapped secondary students. In the specific area of integration, there exist two validated student training packages, Simpson (1983) and Voeltz, Hemphill, Brown, Kishi, Klein, Fruehling, Collie, Levy and Kube (1983). Both of these packages represent multi-year, federally funded model programs conducted in public schools with severely handicapped and nonhandicapped youngsters attending classes on the same campuses. And both are supported by extensive field-testing and objective measurement of process and outcome variables. However, these are both available to teachers and administrators in the field through only journal articles, one book chapter, and the in-house publication of the two manuals themselves.

It is unlikely that commercial publication of either manual would occur, making it imperative that these materials be shared for copying costs with interested persons.

One extremely positive aspect of the existing literature in this area is the accessibility of short, helpful program descriptions which teachers and others can use to implement programs in their regions. Material has been published not only in journals such as The Journal of The Association for Persons with Severe Handicaps and Education and Training of the Mentally Retarded, but also more widely circulated vehicles such as Exceptional Children and Teaching Exceptional Children. Authors such as Stainback and Stainback and Hamre-Nietupski and Nietupski have been particularly notable in their vigorous and successful dissemination of program component descriptions, including the provision of data-based evaluation strategies which teachers might use in their own integration efforts.

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Systems Change and How to Integrate

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Part III: The Effects of Integration on Children

Integration Literature Reviews: Summaries of Our Data-base

There is a marked decrease in not only the number of professional-opinion and policy statement papers offering negative interpretations of integration, but also in the appearance of literature reviews regarding negative effects of integration. One significant review which offers a relatively negative interpretation of the results of contact between nonhandicapped and mildly handicapped pupils nevertheless argues strongly that the nature of the integration context may well be responsible for these results (Johnson, Johnson, & Maruyama, 1983). Reviews which appear on first reading to challenge integration and mainstreaming, etc., can also be interpreted as presenting evidence that particular intervention efforts have been related to successful experiences while arguing that caution is in order pending further research. Gottlieb's (1978, 1981) reviews are of this nature, generally citing considerable evidence that mildly handicapped students have not been well-accepted by their nonhandicapped peers, but noting that where interventions (generally teacher instruction and systematic school efforts) have occurred, the results have been positive. Two important points were made by two major reviews interpreting the literature in this area. First, Asher & Taylor (1981) cautioned that to a large extent, the claim that the results of past research on the integration/mainstreaming of mildly handicapped students are negative may be a function of the use of inappropriate or unduly restrictive dependent measures. In particular, these studies asked whether handicapped learners would be identified as "best friends" or be socially rejected as a result of mainstreaming efforts. Instead, it would be more "normalized" and appropriate to ask whether they were accepted, and to attempt

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to measure this acceptance in comparison to the usual variety of patterns of social interactions among children--of which "best friendships" is only one type. Secondly, Donaldson (1980) noted that rather than attributing existing negative attitudes and behavior toward handicapped students to the "nature of man", etc., we should attempt to identify existing socialization experiences which have produced these attitudes and behavior. That is, there may be negative "training" experiences occurring in children's lives which are now teaching them to reject and socially isolate their handicapped peers. If we were to identify those experiences, we could intervene to provide positive learning experiences which would be related to acceptance and interaction. This view is consistent with the challenge by Johnson et al. (1983) that our generally competitive and/or individualistically achievement-oriented educational system may be directly responsible for those negative interaction patterns which are observed. In contrast, Johnson and his colleagues have presented considerable evidence to suggest that cooperative learning experiences will result in more positive peer interactions; this will be discussed in more detail in the final section.

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Integration for Social Skill Development

Until recently, efforts to increase the social competence of severely handicapped individuals have focused upon training isolated social behaviors in highly contrived instructional environments (see Voeltz, 1983, for a discussion of this issue). For example, a severely handicapped learner would be taught to initiate a conventional greeting response (e.g., "Hi") in a school setting in the presence of instructional personnel (Stokes, Baer and Jackson, 1974). This "school only" approach typically resulted in a school only behavior: that is, the acquired greeting response failed to generalize to other, relevant non-instructional settings and situations. As a consequence, a consecutive model of instruction evolved, in which the initial acquisition training in school settings would be followed by a "generalization training" phase directed toward establishing the same behavioral response in a non-school environment and in the presence of non-instructional persons--typically, at home. Thus aspects of this approach include: (1) teaching single target behaviors in massed practice, discrete trial format; (2) teaching target behaviors out of natural social interaction contexts; (3) teaching target behaviors in instructional interactions with a teacher or other professional, rather than with peers and nonhandicapped persons in the community; (4) teaching in one-to-one situations, rather than in a variety of homogeneous-heterogeneous grouping arrangements; and (5) teaching behaviors of questionable

ecological validity--that is, the benaviors taught were seldom based upon an analysis of actual social interaction situations nor were they related empirically to increased social competence following instruction. In general, this model has been successful in the limited goals it reflects: A single target behavior would be mastered in the school and subsequent home setting, etc., in the presence of persons represented in the training situations. It has not been successful in producing documented increases in social competence in non-instructional, criterion-community contexts, such as improved vocational performance. As a consequence, there is an apparent and growing recognition that these intervention practices may themselves be flawed and that new directions are needed (Carr, 1983; Schreibman, 1983).

In contrast to the procedures discussed above, Brown and his colleagues and students have called for a Criterion of Ultimate Functioning as both the goal and the process of instruction (Brown, Nietupski & Hamre-Nietupski, 1976). This approach argues that if the ultimate goal is to teach skills which are adaptive for community environments, then students should be taught functional (not prerequisite) skills in actual, criterion environments and situations. This statement of principle has been followed by the generation of a rapidly expanding instructional technology detailing the procedural components involved (Brown, Branston, Baumgart, Vincent, Falvey, and Schroeder, 1979; Brown, Nisbet, Ford, Sweet, Shiraga,

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York & Loomis, 1983; Falvey, Brown, Lyon, Baumgart, & Schroeder, 1980; Ford, Brown, Pumpian, Baumgart, Nisbet, Schroeder & Loomis, 1984; Freagon, Wheeler, Brankin, McDannel, Stern, Usilton & Keiser, 1983; Wilcox & Bellamy, 1982). However, this has been an intuitive call for reform based upon past instructional failures as well as the limits of past successes, and the recommended alternatives are as yet unvalidated.

To date, only two partially validated curricular approaches consistent with these recommended innovations have been developed and field-tested. The Individualized Curriculum Sequencing Model (ICS) developed by Guess and his colleagues and students at the University of Kansas provides guidelines for instruction of functional skill clusters in more normalized contexts, in contrast to isolated massed trial practice (Guess & Helmstetter, in preparation; Holvoet, Guess, Mulligan & Brown, 1980). This work is supported by the experimental literature on the effectiveness of massed vs. distributed trial instruction, as well as limited intervention research documenting skill acquisition and behavioral improvements as a function of the procedures (Evans & Voeltz, 1982; Lacy, Mulligan, Holvoet, & Guess, 1983; Mulligan, Lacey, & Guess, 1983). Neel's work at the University of Washington has focused upon instructing autistic students in the context of criterion-environment "routines", i.e., functional activity sequences which occur in school and community environments (Neel, Billingsley, McCarty, Symonds, Lambert, Lewis-Smith, & Hanashiro, 1983). His curriculum

is supported by evidence of skill acquisition as well as progress toward less restrictive prompting procedures, though no comparisons with more traditional procedures are available (Neel, McCarty, Lewis-Smith & Hanashiro, 1983).

Although not specifically supported through field-test data, Noonan, Hemphill, & Levy (1983) and Voeltz, McQuarter, & Kishi (in press) provide detailed instructional procedures to teach social play interaction skills in natural contexts. The Noonan et al. (1983) package is an adaptation of the ICS model to social skills instruction, and the Voeltz et al. (in press) procedures combine Brown's ecological assessment procedures with a distributed trial format. Finally, the Minnesota Consortium Institute has developed a measure of social competence, the ASC, which is currently undergoing psychometric validation (Voeltz, Reichle, McQuarter, Evans, Neel, & Kishi, 1983). Table 1 summarizes our recommendations for needed research and development in this area.

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TABLE 1

RESEARCH ISSUES ON INTEGRATION FOR SOCIAL DEVELOPMENT

Research Question	Summary of Existing Evidence
(1) Comparisons of the relative effectiveness of consecutive (school followed by non-school) vs. concurrent (school plus non-school) vs. community-based (non-school only) instruction, with what skills and which learners.	• Thus far, there is little information available on this issue. Other than the material reviewed in the introduction, there is some evidence on relative outcomes of artificial vs. criterion-based instruction of self-care skills (Freagon & Rotator, 1982). To our knowledge, there are no data on this issue regarding the development of social competence and social interaction skills.
(2) Comparisons of the relative effectiveness of massed practice vs. distributed or incidental teaching procedures, with what skills and which learners.	• Although there are some data on the acquisition of non-social tasks, only one study reports the results of training social skills through the use of a distributed trial format (Lacy, Mulligan, Holvoet, & Guess, 1983). The results were, for the most part, positive, but as their ICS instruction supplemented massed trial practice, the practice outcome cannot be attributed to either procedure.
(3) Refinement of instructional procedures, including the utilization of natural, contextual cues, correction procedures, and consequences in comparison to (or in combinations with) instructional contingencies and prompting procedures.	• Only anecdotal data now exist on this issue (e.g., Falvey, et. al., 1980).
(4) The validation of effective and appropriate group instructional procedures, including attention to group size, composition, in what combination with one-to-one instruction, for what skills, and for which learners.	• We would anticipate that these are not separate questions but involve interactions. For example, an individual student might best learn different skills at different times in different grouping arrangements. The growing literature on the feasibility and relative effectiveness of group instruction does not yet include skills in the area of social competence (e.g., Koegel & Rincover, 1974).

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Research Question	Summary of Existing Evidence
(5) Which social skills are best learned in interactions with caregivers (professionals and parents), handicapped peers (homogeneous groupings) and nonhandicapped peers (heterogeneous groupings)?	• Existing data on the results of instruction in horizontal grouping arrangements involving handicapped-only interactions or interactions with higher functioning handicapped peers is extremely limited but demonstrates the feasibility of this approach (Gable, Hendrickson, & Strain, 1978; Young & Kerr, 1979). Voeltz and Brennan (1984) have provided evidence that nonhandicapped - handicapped peer dyads are associated with higher levels of appropriate activity involvement and cooperative play in comparison to teacher-student instructional situation dyads. Brinker (1982) reported significantly higher levels of social bids in handicapped-nonhandicapped interactions in comparison to handicapped-only interactions. In a study involving moderately retarded students, Ziegler & Hambleton (1976) reported positive interactions in both handicapped-only and handicapped-nonhandicapped peer dyads, but less aggression and more teaching, interviewing, and comforting/helping in the latter situations. No other data in the area of social skill training exist, although there is a growing literature on the acquisition of non-social tasks through peer arrangements (e.g., Brown & Holvoet, 1982).
(6) The empirical and social validity of social skill instruction must be established: Which skills and which activities are most meaningful across the life span and in the greatest number of current and future environments?	• Efforts to establish the social validity of selected targeted behaviors address this issue, but no studies exist relating the acquisition of a particular set and sequence of social skills (and participation in which activities) to increased social competence, adult adjustment to integrated community environments, etc. Both longitudinal research and the development of validated measurement procedures and instruments are needed to properly validate instructional decisions now being made intuitively.

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Summary Discussion of Attitudes and Interactions

Just as we noted earlier regarding instruction in social skills for severely handicapped learners, preparing nonhandicapped and severely handicapped children to interact with and accept one another has also been primarily episodic in nature. In general, these two groups of children are not able to interact with one another in "normalized" ways throughout the school day, in the neighborhood, in community programs, etc., simply because they are both physically and socially isolated from one another throughout the school years in many parts of the country. Even when severely handicapped children attend the same school as do their nonhandicapped, same-age peers, they often remain in their self-contained special education classroom all day. They may arrive via separate transportation systems, enter and leave through a special entryway which is considered more accessible than the main entryway used by the other children, do not share recess and extra-curricular activities with their nonhandicapped peers, and may even eat lunch in the special education classroom. In fact, programs for severely handicapped children may be centralized even when they are located in regular education buildings, so that most of the handicapped children attending the school come from different neighborhoods than their nonhandicapped peers. As a result, the children who receive these services may be as socially isolated from their nonhandicapped peers as are children who attend a segregated, handicapped-only school. Voeltz and Kishi (in press) have argued that physical and social integration are separate issues, and that physical integration alone is merely the first step in assuring the social acceptance of handicapped youngsters. They have proposed a set of "Integration Markers" which can be applied to judge the degree of integration which actually exists in a

particular program. These authors have also cautioned that episodic, one-shot "reverse mainstreaming" or "special friends" programs--whether they involve children attending the same school or two different schools--are no substitute for normalized peer interactions among handicapped and nonhandicapped children. Such programs are "system dependent" since the children are otherwise isolated from one another and have no opportunity to expand their interactions outside the scheduled episodes themselves as would occur in normalized social relationships.

There is a rapidly expanding literature on the consequences of exposing nonhandicapped children to information about and contact with severely handicapped children. The current trend toward increased contact between nonhandicapped persons and persons with severe disabilities is associated with concern for public opinion as well as possible harm which is presumed possible if the children are not prepared properly for this increased contact. The literature on the social acceptance of mildly handicapped students who were mainstreamed into regular classes over the past 15 years can be interpreted either negatively or positive. Where neither the child nor the environment are prepared for one another, the data on outcomes are negative; where some intervention effort occurred, the data are positive (Gottlieb, 1978). Ironically, the "folklore" of inevitable negative consequences is still quite common in local communities, as is Burton and Hirshoren's (1979) now outdated extrapolation of this negative interpretation downward to suggest that the results would be even more negative for severely handicapped children who might be integrated.

Preparing Children for Integration

The approaches to preparing children for integration--particularly those designed to prepare nonhandicapped children to be more accepting of the disabilities of handicapped peers--can be characterized as primarily

one of three types: (1) Attitude/Information: In this approach, the emphasis is upon providing the nonhandicapped children with information about their handicapped peers' disabling conditions. Children may be exposed to definitions of particular diagnoses and one of the outcome measures will be their ability to recall these facts (e.g., McHale and Simeonsson, 1980). Or children may experience a series of "handicap simulation" activities, view movies in which verbal, generally mildly handicapped children discuss their disabilities and the reaction of the community, or participate in group discussions about disabilities (e.g., Gotlieb, 1980). Many of these programs appear to be preparatory to intended social contact at some future time, but they are often substitutes for contact when children continue to attend separate schools throughout the school years. Hence, the "attitude/information" program may be the only formative school experience affecting the attitudes of these nonhandicapped children toward their nonhandicapped peers. Thus it may be impossible to investigate any behavioral changes as a function of such programs, and outcome evaluations do typically focus upon attitude and knowledge retainment measures (e.g., Siperstein, Bak, & Gottlieb, 1977); (2) Peer Tutoring Programs: In this approach, the nonhandicapped student is trained to provide instruction to his/her handicapped peer. Although peer tutoring generally has its origins in the need for a more intensive pupil-teacher ratio in classrooms serving severely handicapped learners in particular, more recently this approach is presented as a strategy to prepare nonhandicapped youngsters to accept and interact with persons with disabilities (e.g., Kohl, Moses, & Stettner-Eaton, 1984). Outcome measures are most likely to be the extent to which the nonhandicapped student was able to reliably replicate the instructional procedures which s/he had been taught, as well

as continued or even increased skill acquisition by the handicapped pupils (e.g., Fenrick & McDonnel, 1980); and (3) Peer Interaction Programs: In these programs, the emphasis is upon arranging for more normalized, friendship-type peer interactions between nonhandicapped and severely handicapped children. The activities in which they would engage would thus be generally restricted to social and play/leisure situations, rather than classroom instruction. Voeltz (1984) has argued that if our intent is to socially integrate severely handicapped individuals into society and the various community environments, a program to prepare children for such integration must be of this nature rather than primarily information-oriented (which may stereotype handicapped individuals and is largely irrelevant to specific interactions) or peer tutoring (which clearly casts the non-handicapped youngster as the helper and the handicapped youngster in the dependent role as taker,thus threatening mutuality of respect for each person's rights and roles) arrangements. Yet there is no real data to investigate this issue to date; this will be discussed futher in the next section.

Teacher Effects

Regardless of which of the above approaches to preparing children for integration occurs, the teacher's role in these efforts in a significant one. Teachers serve as models for attitudes and behavior. And, since the children involved generally do not attend school together in the same classroom, teachers must be willing to at least coordinate their schedules to permit social interactions to occur and to accomodate shared program activities in both tutoring and special friends type programs. Teachers also establish the ground rules for these interactions, which will most often occur in the special education room initially and then expand to

the rest of the school environment. In the initial interactions, the teacher models, reinforces and provides direct instruction in different interaction styles for children. They also determine the kinds of activities and materials introduced into the interactions. All of these variables have been shown to have an impact upon the outcomes associated with heterogeneous grouping arrangements (Johnson, Johnson, & Maruyama, 1983).

To date, there has not been a systematic investigation of the impact of the teacher role on integration and on the quality of interactions between nonhandicapped and severely handicapped children. The Russo and Koegel (1977) study (referenced on p. 21) involved the implementation of a behavior modification package by the regular education teacher, which was related to the successful integration of an autistic child into regular kindergarten and first grade classrooms. Hence, this study did not focus upon how the teacher might prepare the environment and the nonhandicapped children to include the handicapped youngster, but upon increasing the instructional management skills of the teacher so that the handicapped child's behavioral gains would not be lost in the regular classroom environment. The one exception to this absence of information are studies of the effects of different activity-task structures upon interactions within heterogeneous groups. In particular, Putnam (1983) focused specifically upon variations in the teacher's presentation and supervision of goal structures upon behaviors and attitudes. Since her study involved task structures as well as teacher behavior, her findings will be summarized in the next section.

Most recently, Voeltz, Fox, Schermer, Kettelson, Montan, Maley, and Cole (in preparation) investigated the effects of low vs. high levels of teacher intrusion upon the behavior of nonhandicapped and autistic children

during dyadic play interactions. The children in this study had already interacted with one another, under teacher supervision, for nearly a semester, and the teachers displayed a high level of intrusiveness at baseline which included verbal cues and praise, modeling and prompting of interaction and play behaviors, and close physical proximity. Contrasted experimental conditions of high vs. low teacher intrusion resulted in surprisingly few significant differences in behavior. Those differences which did occur favored, for the most part, the low intrusion condition, which was associated with higher levels of appropriate and cooperative play. This apparently decreased need for teacher supervision of interactions between nonhandicapped and severely handicapped elementary age children followed an intensive and lengthy period of initial teacher instruction and intrusion. A follow-up replication study is now underway to investigate whether results would be different for varying initial instructional time periods, e.g., two weeks vs. four, etc.

Task Structure and Activity Effects

Among the variables which might influence the nature of interactions in heterogeneous groups are group size, sex of group members, group structure, and the materials and activity involved. For example, would dyads or triads (with varying members of handicapped-nonhandicapped participants) be related to differences in the interactions such that some arrangements will be more favorable than others for social integration? Will indoor and more passive toy play interactions differ from gross motor recreational activities? Finally, does the process structure of the task or activity make a difference? To date, there are no data regarding these issues with the notable exception of the research on the effects of cooperative goal structures in comparison to individualistic and competitive goal structures (see Johnson, Johnson, &

Maruyama, 1983, referenced on p. 25).

Johnson and Johnson at the University of Minnesota have spent well over a decade developing an empirical data-base to support their contention that the goal structures of school environments are not facilitative of the acceptance of the heterogeneous composition of values, learning styles and student racial/cultural identities. Until a few years ago, most of their work was focused upon demonstrating increased interpersonal attraction and social acceptance among students from different racial and cultural groups as a function of cooperative goal structures in school learning experiences in comparison to individualistic and competetive goal structures. In the cooperative goal structure, the group learning goal is achieved only if all the members of the (heterogeneous) group work together, interdependently, to achieve their goal. In the individualistic situation, a student's goal attainment consists of matching and surpassing one's own past performance achievements and is unrelated to what others in the classroom might accomplish. In the competitive learning situation, each student's goal achievements are related to how well other students perform, i.e., one student can do well only if others fail. Recently, the Johnsons and their collegues and students have extended this work to investigate the effects of cooperative task structures on the social outcomes of heterogeneous groups which include handicapped youngsters. Studies with moderately retarded and severely physically handicapped participants have been done (Johnson, Johnson, DeWeerdt, Lyons, & Zaidman, 1983; Johnson, Rynders, & Johnson, 1979; Johnson, Rynders, Johnson, Schmidt, & Haider, 1979; Rynders, Johnson, Johnson, & Schmidt, 1980) as well as one study with moderately and severely retarded students (Putnam, 1983). The cooperative goal structure in these studies has involved group science projects as

well as group recreation activities, and involved both elementary and high school age students. In general, the evidence is that cooperative groups--as compared to competitive and individualistic goal structures--result in significantly higher levels of certain positive verbal interaction behaviors between the handicapped and nonhandicapped participants, and greater interpersonal attraction on sociometric outcome measures. Putnam (1983), whose sample included two severely handicapped students as well as a larger number of moderately handicapped students, extended this work to include an emphasis upon teacher instruction of the cooperative goal structures as a variable. She found that the teacher instructed condition (in which the teacher provided specific examples of cooperative behaviors, etc.) produced significantly higher percentages of certain categories of behavior by the students in comparison to the uninstructed condition, in which the teacher merely instructed the students on the task and evaluation procedures but did not model cooperation. The nonhandicapped students engaged in more cooperative participation with and directed more verbal comments to their handicapped peers, while the handicapped students participated more actively, attended more, and remained closer to their peers in the instructed condition. It would appear, then, that cooperative task structures is a promising program direction for integration efforts, and replication efforts involving severely handicapped students are needed.

Contact Role Effects

An unresolved issue which may have a major impact upon integration outcomes in unknown ways is the nature of the "contact role" which is experienced by severely handicapped and nonhandicapped children who do interact with one another. Programmatic interventions designed to increase

interactions between these two groups of children represent either a peer tutoring or a peer interaction program approach (or some combination of components of both), each of which involves socially different role relationships.* In the peer tutoring programs, the nonhandicapped students are recruited to assist professional staff as tutors for their handicapped peers. These instructional pairings of children may or may not be matched for chronological age. One frequent pattern is to match nonhandicapped children who are older (e.g., high school age) with younger handicapped children. Preparing nonhandicapped children for these programs generally includes a focus upon information/attitude change needs as well as systematically teaching them a minimum set of "instructional" procedures, such as prompting, reinforcing, keeping data, etc. Preparation of the handicapped child is generally not an issue. The model is unlikely to be applicable to interactions between young children, since the nonhandicapped child must be capable of acquiring and reliably displaying the tutoring regimen behaviors. In peer interaction programs, typically referred to by terms such as "special friends," the emphasis is upon friendship and social/leisure time activity interactions. This model is based upon the assumption that handicapped and nonhandicapped children can develop meaningful social relationships (i.e., friendships) which would endure over time and extend outside of and beyond the school careers of these children. It is thus essential to the model that the children be "matched" in ways which parallel other friendship patterns, e.g., similar ages, perhaps same sex (dependent

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*Sailor (personal communication) has referred to these different relationships as vertical (the peer tutoring) vs. horizontal (the friendship) interactions.

upon the ages of the children vis a vis "normalized" same vs. cross-sex friendships), physical accessability to one another (living in the same neighborhood, etc.), shared interests and enjoyment of similar activities, and, of course, the children must like one another. Programs of this nature generally involve less emphasis upon information about handicapping conditions and view attitude changes as an outcome of the social contact between the children. The focus instead is upon personal knowledge regarding the individual handicapped peer and how to interact with one another. Hence, the model assumes that both the nonhandicapped and handicapped child must acquire social, play and communication skills essential to that interaction. The nonhandicapped child would not generally be taught tutoring or management skills, though s/he may be taught the forms of the behavioral responses to be used by his/her handicapped peer.

The application of a cooperative goal structure in performance on a task presents a variation of these two social role relationships. In cooperative learning groups, both the handicapped and nonhandicapped children must interact cooperatively with one another as (horizontal) student peers, under the (vertical) supervision and direction of the teacher.

Theoretically, the special friends and cooperative group instructional structures are the normalized patterns of interactions which occur in the mainstream between children. A "buddy system" which, to some extent, is a variation of the peer tutoring model, is also quite common to many environments and activities. However, such buddy systems are not generally used as a substitute for more normalized social and friendship interactions, but are a complement designed to facilitate task performance. Also, patterns of who-helps-who will vary as a function of the activity

or the environment. The peer tutoring program in which the nonhandicapped child is always the helper and the handicapped child is receiving instruction from someone other than a teacher or parent is clearly not a parallel to normalized social peer relationships. This approach may serve other functions (i.e., relate to other outcomes) and could be viewed as a more realistic view of the nature of possible interactions between children whose abilities and skill levels are quite discrepant.

From an empirical perspective, however, we have little if any data on the relative outcomes of these two approaches. Simpson (1983) reports that information plus systematic social interaction contact between handicapped and nonhandicapped children resulted in significantly greater acceptance and more positive interaction behaviors than information alone. And Voeltz's (1980; 1982) work supports the superiority of systematic social (special friends) contact over physical proximity alone, which was nevertheless also superior to no exposure at all on a measure of children's attitudes toward their handicapped peers. Only Gaylord-Ross and Peck (in press) have reported the preliminary results of a direct comparison between a special friends vs. a peer tutoring program, favoring the special friends program after the first year of data collection. This condition was associated with higher levels of (generalized) social interactions with handicapped peers outside the program context by the nonhandicapped teenagers in their study. Clearly, given the ready willingness of professionals to argue strongly in support of one or both of these models, data are needed regarding the relative outcomes associated with each. It may well be, of course, that different outcomes would occur and be valued for different reasons. In general, however, the available research indicates that both the attitudinal and behavioral outcomes of interactions are positive.

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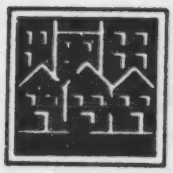
regular education for all children with handicaps

YOUNG PEOPLE'S COLLECTION
ANNOTATED BIBLIOGRAPHY



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September, 1983

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D R A F T

YOUNG PEOPLE'S COLLECTION

ANNOTATED BIBLIOGRAPHY

Anders, Rebecca. A LOOK AT MENTAL RETARDATION (1976). Minneapolis: Learner Publications Co. [Elem]

Describes children with developmental disabilities primarily as "subnormal." The first two photographs are of regular children, and mention of people with mental retardation comes on the third page in comparison to the "gifted" or "unusually intelligent." A number of photographs of retarded children are degrading. Emphasis is on differences. There are no photographs that present examples of integration. At the end, the text does suggest "friendship and encouragement of the developmentally disabled," but does so in the context of being charitable towards mentally retarded classmates, with no mention of what rewards this might have for nondisabled children.

Baldwin, Anne Noris. A LITTLE TIME (1978). NY: The Viking Press. [Elem/MS]

Short novel about a child with Down's Syndrome who attends a special school. Does show the child in the context of a family with four nondisabled siblings. Emphasizes realities of growing up and living with a developmentally disabled sibling without over-emphasizing the differences or negative aspects. The child is sent away to a foster home at one point in the story because of mother's illness, but in the end the child is brought back home.

Belcher, J.A. SIGN LANGUAGE DOT TO DOT (1979). Northridge, CA: Joyce Media Inc. [Elem]

Simple, step-by-step numbered dot-to-dot patterns accompanied by single word identification of the pattern and its sign.

Bilken, Douglas & Sokoloff, Michele. WHAT DO YOU DO WHEN YOUR WHEELCHAIR GETS A FLAT TIRE? (1978) Syracuse, NY: Human Policy Press. [Elem/MS]

Open, direct questions about having disabilities are answered clearly and honestly by disabled children. Focuses on children with single disabilities. Discusses many facets of disabled children's lives, including differences, similarities, problems, hobbies, school, and interactions and friendships with able-bodied children and other children with disabilities.

BEST COPY AVAILABLE

Bourke, Linda. HANDMADE ABC. (1981) Reading, MA: Addison-Wesley Publishing Co., Inc. [Elem]

Well-crafted, illustrated presentation of the signed alphabet.

Brightman, Alan. LIKE ME. (1976) Boston: Little, Brown & Co. [Elem]

Emphasizes similarities without covering up contradictions or confusion. Is simple and direct without being condescending. Good for introducing young, nondisabled children to children with developmental disabilities.

Brightman, Alan J. & Storey, Kim. GINNY. (1978) [Elem]

Centers on a single disability--dwarfism. Simple, direct account; useful in understanding similarities among people, things we all have in common. Includes positive images showing Ginny with nondisabled people as well as with others who share her disability.

Brightman, Alan J. & Storey, Kim. HOLLIS. (1978) NY: Scholastic Book Services. [Elem]

Centers on a single disability--cerebral palsy. Emphasizes that being disabled means there are some things you do more slowly, or that you can't do, and other things you can do. Presents many positive images of Hollis alone as well as with his friends.

Byars, Betsy. THE SUMMER OF THE SWANS. (1981) NY: Penguin Books. [MS]

Depicts the experiences of the fourteen-year-old sister of a young retarded boy. Becomes an adventure story when the brother is lost in the woods. Emphasizes the many levels of similarity and connection the girl recognizes she has with her brother in the context of the confusions and pains of being fourteen.

Clifton, Lucille. MY FRIEND JACOB. (1980) NY: E. P. Dutton Co. [Elem]

Straightforward story about the friendship between a young nondisabled boy and an older mentally retarded young man. The relationship portrayed is full of warmth and understanding. The exaggerated focus on being "best friends" detracts from the reality of the friendship. The dimensions of the friendship achieve a further depth because the friendship also crosses racial barriers.

Cunningham, Julia. BURNISH ME BRIGHT. (1970) NY: Dell Publishing Co., Inc. [Elem/MS]

Enchanting fairy-tale type story of a mute boy who is mercilessly persecuted for his difference. The story is effective in portraying the oppressive and brutal treatment of anyone with an obvious disability. However, the overall effect of the story is excessively negative and hopeless because of the emphasis placed on the violent reactions of the townspeople toward this boy and those with whom he is able to ally himself.

BEST COPY AVAILABLE

Dunbar, Robert E. MENTAL RETARDATION. (1978) NY: Franklin Watts. [MS]

Presents a description of what mental retardation is, how retarded people have been dealt with in the past, and some of the options mildly retarded people have in choosing what to do with their lives. Talks about mainstreaming, but doesn't mention integration. Refers to severely retarded people as incapable of independent living, totally dependent, and in need of institutionalized care.

Fassler, Joan. HOWIE HELPS HIMSELF (1982). Chicago: Albert Whitman & Co. [Elem]

Portrays a child with multiple disabilities in a simple story form. Describes How in relation to family and friends without directly labeling his disability; it is named by naming what Howie cannot do. Howie is in a special class. It is unclear if he attends a special school. Shows no interactions with nondisabled children at school. Shows Howie interacting with his older sister, his parents, and his grandmother.

Fireside, Bryna J. A CROW FOR COURAGE. (1979) Syracuse, NY: Human Policy Press. [Elem]

A fairy tale about a little boy whose legs are impaired by an accident in infancy. The little boy is courageous and is struggling to be more independent. The realities of being unable to use his legs are camouflaged, however; often the boy's character is hard to distinguish from the symbolism that exaggerates his heroism, or seems to suggest the mistaken assumption of inherent goodness because of his disability. Text accompanied by appealing black and white paintings that are not clearly defined.

Glazzard, Margaret H. MEET CAMILLE AND DANILLE. (1978) Lawrence, KS: H & H Enterprises, Inc. [Elem]

One of a series that presents children with different disabilities to nondisabled children. Presents similarities and differences between two hearing-imparied twin sisters and their hearing peers in a preschool. Emphasis is on what the two girls must do in order to get along in a hearing environment, as well as what hearing children can do in order to communicate with and be friends with hearing-impaired children. (The series includes 33-1/3 rpm disc records in the back of each book, and a list of vocabulary words.)

Glazzard, Margaret H. MEET DANNY. [Elem]

Danny has multiple disabilities. He is presented in a positive light and his disabilities are explained in simple, appropriate language. In the beginning of the book, "multiply handicapped" is said to mean that "Danny has many problems," a definition that seems to detract from the remainder of the text's clarity. Danny is in a special class, but it isn't clear if it is in a special school. No interaction with nondisabled children is shown.

Glazzard, Margaret H. MEET SCOT. [Elem]

Simple, direct depiction of learning-disabled first grader. Focuses on his relationships to his peers. Clarifies the different ways in which people learn.

Goodsell, Jane. KATIE'S MAGIC GLASSES. (1965) Boston: Houghton Miflin Co. [Elem]

Engaging story that alternates between prose and verse with illustrations sharply demonstrating the difference between what a visually impaired child sees and what others see. Katie is presented as an ordinary little girl. The problems she has because of her visual impairment are pointed out specifically, as are her options in improving her situation.

Grealish, Charles & Mary Jane. HACKETT McGEE. (1978) NY: Scholastic Book Services. [MS]

Tells the story of an eighth grade boy who suffered an injury to his spinal cord at a young age and, as a result, is in a wheelchair. The story follows him as he begins attending a regular public school after having attended a special school for a number of years. Presents some of what are common difficulties of physically disabled children in regular schools, pointing out the attitudes of able-bodied people toward the disabled that particularly disturb and confuse disabled children. Shows ways in which friendship can happen and divisions which can be overcome. All this is presented in a somewhat isolated setting, however, as Hackett appears to be the only student with any sort of obvious disability attending the school.

Grealish, Mary Jane & Charles. AMY MAURA. (1975) Syracuse, NY: Human Policy Press. [Elem]

Concentrates on the difficulties and complaints of a nine-and-a-half year old girl in a wheelchair who has cerebral palsy. The story line is far-fetched, and only in a roundabout way do we eventually learn of her disability.

Grealish, Charles & Mary Jane. THE SNEELY-MOUTHED SNERDS AND THE WONDEROCTOPUS. (1975) Syracuse, NY: Human Policy Press. [Elem]

Imaginative tale which confronts differences and how they assume inappropriate importance. Illustrations are void of color, and the typographical format is difficult to follow.

Greenfield, Eloise & Revis, Alesia. ALESIA. (1981) NY: Putnam Publishing Group. [MS]

The narrative takes the form of dated journal entries by a young black woman who, after being seriously injured at age nine, is making attempts to learn to walk again at age seventeen. The text is accompanied by illustrations and photographs. Allows us a close-up of some of the difficulties Alesia encounters in her day-to-day life, and of her feelings

and observations of the ways she is treated by people who respond in oppressive ways to her disability. We also get a very real sense of the joys and pleasures she encounters in pushing herself to become more independent. She attends a regular public school. The photographs show, and she talks about, her interactions with friends and peers who are both disabled and able-bodied.

Grieg, Diane & Brightman, A.an J. (Eds.) LAURIE. (1978) NY: Scholastic Book Services. [Elem/MS]

Centers on a single disability--blindness. Makes clear distinctions in Laure's personal narrative about differences that exist among all of us, and how these differences are not necessarily bad or the cause of antagonism.

Hanlon, Emily. IT'S TOO LATE FOR SORRY. (1978) NY: Dell Publishing Co. [HS]

Depicts a regular high school-age boy's relationship to a mentally retarded boy close to his age. The retarded boy has spent most of his early years in an institution, but now lives at home and attends a segregated school. The book confronts some of the most common fears of nondisabled young adults toward developmentally disabled people, and the ways those fears are manifested. Although the main character goes through guilt-ridden self-examination about his inappropriate behavior towards his retarded peer, he never makes an actual attempt to identify with or understand him, either as a human being or as an equal. His brutal and oppressive ideas and behaviors towards the retarded young man are never transformed into any kind of true understanding. His misconceptions and fears are, again and again, only temporarily suppressed. The book seems to support the negative attitudes it illustrates because of the lack of any consistent, critical perspective.

Harries, Joan. THEY TRIUMPHED OVER THEIR HANDICAPS. (1981) NY: Franklin Watts. [Elem/MS]

Focuses on physical disabilities. Presents individuals who share a competetive, driven quality. Demonstrates their relationships to their individual disabilities as competetive, something to be defeated--"triumphed" over. Tends to gloss over harsh realities of coping with any physical disability in this society.

Haskins, James (with Jim Stifle). THE QUIET REVOLTUION; THE STRUGGLE FOR THE RIGHTS OF DISABLED AMERICANS. (1979) NY: Harper & Row. [MS/HS]

Presents a consistent position that the needs and rights of disabled people have been and continue to be violently and inexcusably denied, and demands that these needs be met. Uses a clear, direct manner in stating and outlining complex issues. Includes explanations of specialized language used to discuss the various aspects of disabled peoples' lives in this society. Depicts the struggle for the most basic of human rights that disabled people have been waging in this country from the perspective of disabled people-- those most concerned with and aware of the issues involved.

Jaffe, Jennifer. MY SPECIAL FATHER AND ME. (1981) Berkeley, CA: Shameless Hussy Press. [Elem]

Vividly portrays the relationship between a little girl and her blind father. The book is written by the daughter, and is based very much in her world and the sense she makes of her father's disability, other people's responses to it, and her own relationship to it.

Jensen, Virginia Allen & Edman, Polly. RED THREAD RIDDLES. (1979) Paris: UNESCO. [Elem]

This book of riddles is written out in English and in Braille, and is accompanied by color and raised-pattern illustrations.

Jones, Ron. THE ACORN PEOPLE. (1981) NY: Bantam Books. [MS/HS]

Tells the true story of a summer camp for disabled children. The courage and abilities of children with various disabilities are accentuated and form the center of the narrative's action. The author is an able-bodied camp counselor having no experience with disabled children. His awareness is deepened quickly about the realities of these children's lives, and he is able to develop strong bonds with them in a short time. It is unfortunate that the children as a group are presented as dying people. This is suggested at the beginning of the story and is repeated at the end of the book, after the deaths of all the principle children are reported. The emphasis placed on the likelihood of these children's supposed, inevitable early deaths fosters the mistaken fear that any disability is fatal.

Joyce, G. & Gallimore, L. THE VISUAL LANGUAGE COOKBOOK. (1979) Northridge, CA: Joyce Media, Inc. [Elem/MS/HS]

Step-by-step instructions for all sorts of recipes. Each written step is accompanied by an illustration of its sign.

Kamien, Janet. WHAT IF YOU COULDN'T/ A BOOK ABOUT SPECIAL NEEDS. (1979) NY: Charles Scribner's Sons. [MS]

Presents descriptions and explanations of various disabilities. Suggests that severely retarded people need to be institutionalized "so they can be safe and cared for twenty-four hours a day." When explaining possible causes of mental retardation and physical disabilities, the term "genetic mistake" is used without an explanation. There are a few specific personal references to real people with real disabilities, but other than these, the author mainly asks the young reader to imagine how it would be to be disabled. This reliance on imagination and the vagueness of some of the explanations create more confusion than clarity about the actualities of having a disability.

Kingman, Lee. HEAD OVER WHEELS. (1978) NY: Dell Publishing Co. [HS]

Novel about the experience of a young, athletically oriented young man who is paralyzed in a car accident. The narrative focuses on his identical twin brother's perceptions, and the changes provoked by the accident in both their and their family's lives. A strong attempt to portray the way in which an impairment affects both the disabled individual and those around him.

Mathis, Sharon Bell. LISTEN FOR THE FIG TREE. (1975) NY: Avon Books. [MS/HS]

Novel which deals with the struggles and joys of a young black woman who is blind. The narrative is centered around Marvina's perceptions--how she feels, thinks, hears. The issue of her blindness is not the center of the story. Yet, because Marvina herself as a whole person is the story's focus, the book extensively explores her blindness as well as how she and those close to her relate to it. Marvina's sense of self, her strength, her independence--as well as her anger and her frustration--present a positive image of a blind person in a realistic context of the lives and relationships within a black community.

Ominsky, Elaine. JON O. (1977) Englewood Cliffs, NJ: Prentice-Hall, Inc. [Elem]

Positive portrayal of eight-year-old boy with Down's Syndrome. Shows him in active relationships with his family, friends, and peers. He is mainstreamed in a regular classroom. This is a simple presentation of mental retardation and its effects on a child's life and the lives of those around him. There is an unfortunate insistence upon his "difference," however, assuming that, unlike other people, Jon O. "never forgets he is different."

Pursell, Margaret S. A LOOK AT PHYSICAL HANDICAPS. (1976) Minneapolis: Lerner Publications Co. [Elem]

Consistently uses passive verbs when speaking about disabled people's options. It says that BEFORE they can pursue any goals, "they must learn to live with their special problems." Talks about "handicapped people's problems" without being clear about why it is so difficult to cope with being disabled. Discusses only the disabled people "overcoming their handicaps," and not the changes that need to happen in the society so that disabled people can live their lives without being blamed and victimized for their disabilities.

Rabe, Bernice. THE BALANCING GIRL. (1981) NY: Elsevier-Dutton Publishing Co. [Elem]

Story focuses on Margaret, a little girl who balances things. She wears braces and uses a wheelchair, and sometimes has crutches. The story concentrates on her relationships to her able-bodied peers in her first-grade class and her special abilities within this context.

Rodowsky, Colby F. WHAT ABOUT ME/ (1976) NY: Dell Publishing Co., Inc. [MS/HS]

A seemingly adult tone is used by the narrator of the story, who is of high-school age, which seriously diminishes her credibility. The focus is on the feelings of the girl toward her retarded younger brother, who lives with her and their parents in a New York City apartment and attends a special school. It clearly relates the girl's anger and frustration at the limitations imposed on a teenager by a disabled sibling. Her hostile attitude toward her brother is difficult to accept because of its consistent virulence. She works for a short time at her brother's school, but even this experience doesn't seem to have much of an effect on her lack of understanding. Although she does gain understanding in the end, this comes to her only because of her brother's death.

Silverstein, Dr. Alvin & Virginia B. RUNAWAY SUGAR. ((198) NY: J. B. Lippincott. [Elem]

Clear, simple, direct description of diabetes in its various forms.

Smith, Lucia B. A SPECIAL KIND OF SISTER. (1979) NY: Holt, Rinehart & Winston. [Elem]

This narrative describes the relationship between a boy who is mentally retarded and his nondisabled sister. Unfortunately, the emphasis of the narrative is on difference, on what the retarded child can't do, and on how his retardation is a bad thing. Her brother's retardation is a nightmare to his sister: He is held responsible for spoiling good times his family might have had but didn't because of other people's negative responses to him. No mention is made of the boy's abilities and very little of the realities of his disability. The focus is on the sister's fears. The book is ostensibly frank or honest, but actually is harsh, almost brutal.

Sobol, Harriet L. MY BROTHER STEVEN IS RETARDED. (1977) NY: Macmillan. [Elem]

Presents essentially no positive images of or feelings toward a retarded brother. He attends a segregated school. Perhaps portrays real-life experiences of some siblings of retarded persons, but the focus is exceedingly negative and one-sided. Assumes complete future dependence of the retarded child portrayed.

Stein, Sara B. ABOUT HANDICAPS. (1974) NY: Walker Publishing Co. [Elem]

Presents photographs and text specifically for children, and a smaller print text of the left margin specifically for adults. Offers an excellent examination of the causes and results of the fears of able-bodied children about disabilities. Presents ways of accepting and confronting the fears of nondisabled children.

Sullivan, Mary Beth & Bourke, Linda. A SHOW OF HANDS: SAY IT IN SIGN LANGUAGE. (1980) Reading, MA: Addison-Wesley Publishing Co. [Elem/MS]

A lively and interesting illustrated presentation of sign language that includes the manual alphabet as well as simple ASL signs. The illustrations include a variety of people and images, although none are in color. The text emphasizes the distance which exists between deaf and hearing people, largely because of the unwillingness of hearing people to learn sign language as an alternate means of communication.

Sullivan, Mary Beth. FEELING FREE. (1979) Reading, MA: Addison-Wesley, Inc. [Elem/MS]

Based on a television series, this volume consists of the experiences of a group of junior high school-aged boys and girls with various disabilities. Stories and activities focus on the lives of disabled children, most of whom attend integrated or mainstreamed classes and schools. No mention of children with severe disabilities is made. Emphasis is on raising the awareness of children about disabled children's lives, interests, and difficulties.

Taylor, Theodore. THE CAY. (1970) NY: Avon Books. [MS/HS]

Explores a particular disability—blindness, which is used more as a metaphor rather than a fixed reality in an individual's life. An adventure story in which a young Caucasian boy temporarily loses his sight and is rescued, cared for, and taught self-sufficiency by a black man from the West Indies. Only in his blindness and his dependency on the old black man is the boy able to get beyond his racist assumptions and upbringing. The story is much more about other elements of human relations than it is about having a disability.

Winch, B.L. HANDICAPPED. . . HOW DOES IT FEEL? (1981) Rolling Hills Estates, CA: B. L. Winch Assoc. [Elem]

Concentrates on physical disabilities as well as learning and developmental disabilities. Includes clear presentations of different disabilities. Specifically emphasizes what disabled children can do. A workbook for mainstreaming.

Wolf, Bernard. CONNIE'S NEW EYES. (1976) NY: Pocket Books. [MS/HS]

Story focuses on a dog who will become a guide dog, and then on a young blind woman's life after the dog becomes hers. Connie lives independently and works as a teacher in a special class with disabled children, mostly preschool-aged and one teenager. Connie's self-sufficiency is emphasized by the focus on her day-to-day life and struggles. Detailed photographs accompany the text throughout.

Young, Helen. WHAT DIFFERENCE DOES IT MAKE, DANNY? (1980) London: Andre Deutsch Ltd. [MS]

Story about a young boy with epilepsy. Good illustration of how a disability that is not a crucial difficulty in an individual's life becomes a condition that is handicapping, as a result of an able-bodied person's fears and misunderstanding of the disability.

LB
9/83

Elementary/Middle School
Revised 1984

Books, Movies and Filmstrips Appropriate for Sensitizing Elementary/Middle School* Students to Their Handicapped Peers

Compiled by Susan Hamre-Nietupski, Ph.D. University of Northern Iowa

BOOKS

Accepting Individual Differences, Developmental Learning Materials, (Includes large chart-type books on mental retardation, physical handicaps, visual and hearing impairment)

**Adams, B. Like It Is: Facts and Feelings About Handicaps From Kids Who Know. Walker, 1979. (Many different disabilities).

**Arthur, C. My Sister's Silent World. Chicago, IL: Children's Press, 1979 (Deafness).

Baldwin, A.N. A Little Time. New York: The Viking Press, 1978. (Down's Syndrome).

Bookbinder, S. Mainstreaming: What Every Child Needs to Know About Disabilities. Exceptional Parent Press, 1978.

Bourke, L. Handmade ABC. Reading, MA: Addison-Wesley Publishing Co., Inc., 1981. (Signed Alphabet).

**Brightman, A. Like Me. Little, Brown, 1976. (Mentally retarded).

Brightman, A.J. & Storey, K. Ginny. New York: Scholastic Book Services, 1978. (Dwarfism).

Brightman, A.J. & Storey, K. Hollis. New York: Scholastic Book Services, 1978. (Cerebral Palsy).

**Brown, M. Arthur's Eyes. Little, 1979 (Visual impairment).

**Caudill, R. A Certain Small Shepherd. New York: Holt, Rinehart and Winston, 1965. (Communication Impairment).

**Charlip, R. & Miller, M.B. Handtalk: An ABC of Finger Spelling and Sign Language. Parents' Magazine Press, 1974.

**Corcoran, E. A Dance to Still Music. Atheneum Publishing, 122 E. 42nd Street, New York, 10017.

**Cunningham, J. Burnish Me Bright, Pantheon-Random House, 201 E. 5th St., New York, 10022.

Current Health. "Handicaps Are Made Not Born." October, 1979, pp 3-14 and back cover. (magazine)

**Dunbar, R.E. Mental Retardation: A First Book. Watts, 1978.

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*Many of these materials could be used with both elementary and middle school students, although some materials may be considered more appropriate for one age group than another.

**Available at UNI Library, Youth Collection. Reprinted with permission.

**Fanshawe, E. Rachel. Bradbury Press, 1977. (Physical disability).

Fassler, J. Howie Helps Himself. Albert Whitman and Company (Physical

Feeling Free. Scholastic Publishing Company.

Forrai, M.A. A Look at Physical Handicaps. Lerner Publications Co., 1976.

Glazzard, M.H. Meet Camille and Danille. Lawrence, KS: H & H Enterprises, Inc., 1978. (Hearing Impaired).

Glazzard, M. Meet Danny: He's a Special Person - Multiply Handicapped. Lawrence, KA: H and H Enterprises, 1978.

Glazzard, M. Meet Lance: He's a Special Person - Trainable Mentally Retarded. Lawrence, KA: H and H Enterprises, Inc., 1978.

Glazzard, M. Meet Scott: He's a Special Person - Learning Disability. Lawrence, KA: H and H. Enterprises, Inc., 1978.

**Gold, P. Please Don't Say Hello. New York: Human Sciences Press, 1975. (Autism).

**Goodsell, J. Katie's Magic Glasses, Boston: Houghton Mifflin Co., 1965. (Visual impairment).

Grieg, D. & Brightman, A.J. (Eds.) Laurie. New York: Scholastic Book Services, 1978. (Blindness).

**Heide, F. Sound of Sunshine, Sound of Rain. Parents Magazine Press, 52 Vanderbilt Ave., New York, NY 10017.

**Hirsch, K. My Sister. Carolrhode, 1977. (Mental retardation).

Hunt, N. World of Nigel Hunt. The Diary of a Mongoloid Youth. Garrett Publications. (Mental Retardation).

**Keller, H. Cromwell's Glasses. Greenwillow, 1982. (Visual Impairment).

Krauss, B. (Ed.) An Exceptional View of Life: The Easter Seal Story. Norfolk Island, Australia: Island Heritage Limited, 1977.

**Lasker, J. He's My Brother. Albert Whitman & Co. (Learning disabilities).

**Lasker, J. Nick Joins In. Whitman, 1980 (Physical disability).

**Levine, E. S. Lisa and Her Soundless World. Human Sciences Press, 1974. (Hearing impairment).

**Litchfield, A.B. A Button in Her Ear. Albert Whitman and Co., 1976. (Hearing impairment).

**Litchfield, A.B. A Cane in Her Hand. Whitman, 1977. (Visual impairment).

**Litchfield, A.B. Captain Hook, That's Me. Walker, 1982. (Physical Disability).

**Little, J. Mine for Keeps. Little, Brown, & Co., 34 Beacon St., Bastow, MA: 02214

**Mack, N. Tracy. Raintree Publications Ltd., 1976. (Physical handicaps).

**Malone, M. Annie Sullivan. Putnam, 1971. (Visual impairment).

**Marcus, R.B. Being Blind. Hastings House, 1981.

**Mathis, S.B. Ray Charles. Crowell, 1973. (Visual impairment).

**McConnell, N.P. Differen: and Alike. Current, Inc., 1982. (Various Handicapping Conditions).

Mental Retardation. Channing L. Bete Co., Inc., 45 Federal St., Greenfield, MA, 91301. (pamphlet).

**Montgomery, E. R. The Mystery of the Boy Next Door. Champaign, IL: Garrard Publishing Co., 1978. (Deafness).

Ominsky, E. Jon O. A Special Boy. Englewood Cliffs, NL: Prentice Hall, Inc., 1977. (Down's Syndrome).

Parker, M. Horses, Airplanes and Frogs. Child's World. (Blindness).

People Just Like You. Committee on Youth Development, Washington, D.C.

**Peter, D. Claire and Emma. Day, 1977. (Hearing impairment).

**Peterson, J.W. I Have a Sister: My Sister is Deaf. Harper, 1977.

**Peterson, P. Sally Can't See. New York: John Day Co., 1974.

Pursell, M. A Look at Physical Handicaps. Lerner Publications Co., 1976.

**Rappaport, E. Banner, Forward: The Pictorial Biography of a Guide Dog. New York: E.P. Dutton & Co., Inc., 1969. (Visual Impairment: Guide Dog Training).

Reuter, M. My Mother is Blind. Chicago, IL: Children's Press, 1979.

**Robinet, H. Jay and the Marigold. Children's Press, 1976. (Physical handicaps).

**Rosenberg, M.B. My Friend Leslie: The Story of a Handicapped Child. Lothrop, 1983. (Multiply Handicapped; Deaf/Blind).

**Seeing Eye Dogs. Seeing Eye, Inc. (Comic books).

**Small, M. And Alice Did the Walking. Oxford University Press, 1978. (Physical disabilities).

**Smith, D.B. Kelly's Creek. New York: Thomas Y. Crowell Company, 1975. (Learning Disabilities).

**Sobol, H. My Brother Steven is Retarded. MacMillan Co.

**Spense, E. The Nothing Place. Harper & Row, Midwest Regional Office, 2530 Crawford Avenue, Evanston, IL 60201.

**Stein, S.B. About Handicaps: An Open Family Book for Parents and Children Together. Walker and Co. (Physical handicaps).

**Sullivan, M.B. Feeling Free. Addison, 1979. (Many different disabilities).

Sullivan, M.B. & Bourke, L. A Show of Hands: Say It In Sign Language. Reading, MA: Addison-Wesley Publishing Company, 1980.

Winch, B.L. Handicapped . . . How Does It Feel? Rolling Hills Estates, CA: B. L. Winch Assoc., 1981. (Learning Disability, Physical Disability, & Mental Retardation).

**Wolf, Bernard, Anna's Silent World. Lippincott, 1977. (Hearing impaired).

**Wolf, Bernard, Connie's New Eyes. J.B. Lippincott Co., 1976. (Blindness).

**Wolf, Bernard. Don't Feel Sorry for Paul. J.B. Lippincott Co., 1974. (Physical handicaps).

**Wosmek, F. A Bowl of Sun. Children's Press Inc., 1976. (Blindness).

**Wright, B.R. My Sister is Different, Raintree, 1981. (Mental Retardation).

MOVIES

The Big Yellow Schooner to Byzantium. National Association for Retarded Citizens. (Discusses right to education for severely handicapped).

A Day in the Life of Bonnie Consolo. Arthur Barr Productions, Inc. (Physically handicapped).

Feeling Free. Scholastic Publishing Co., (6 films about handicapped kids for kids).

Happy Forward. Seeing Eye Inc. (Training seeing eye dogs).

Keep on Walking. National Foundation March of Dimes. (Physically handicapped).

Leo Beuerman. (Physically handicapped).

Like You, Like Me. (Series of 10 films about events in lives of handicapped children, including topics of epilepsy, emotional disturbance, prothetic hand, MR, speech/hearing impaired, blindness, physical handicaps).

Paige. From the People You'd Like to Know series. Encyclopedia Britannica Corp., (Mental retardation - Down's Syndrome).

People . . . Different But Alike (Little Bigots). (Deals with prejudices including prejudices about handicapped people).

People You'd Like to Know. Encyclopedia Britannica Corp. (10 movies with introductory movie on PL 94-142 and one movie on mental retardation).

FILMSTRIPS

Charly (Flowers for Algernon). Wilmette, IL: Films, Inc., 1144 Wilmette Ave.

Hello Everybody: About Handicapped Kids for Kids. Stanfield Film Associates. (Includes mental retardation and five other handicaps).

Mimi - This Is Who I Am. Guidance Associates. (Physically handicapped).

People Say I'm Slow. From the Understanding Difference set. Learning Tree Filmstrips. (Mental retardation) (Located in UNI Curriculum Lab, Ed Center).

Understanding Differences. Learning Tree Filmstrips. (Includes one strip on mental retardation) (Located in UNI Curriculum Lab, Ed Center).

What Is a Handicap? BFA Educational Media. (Includes filmstrips on mental retardation, physical handicaps, hard-of-hearing, and emotional disturbance).

OTHER

Puppets With Individual Differences; J & H Heart Co., 118 N. Page St., Stoughton, WI, 53584.

The Kids on the Block puppet show. Kids on the Block, Inc., Suite 510, Washington Bldg., Washington, D.C. 20205

Middle/High School
Revised 1984

Books, Movies and Filmstrips Appropriate For Sensitizing Middle/High School* Students to Their Handicapped Peers

Compiled by Susan Hamre-Nietupski, Ph.D. University of Northern Iowa

BOOKS

**Albert , L. But I'm Ready to Go. Bradbury, 1976. (Mental retardation).

**Armer, A. Screwball. Cleveland: World Publishing Co., 1963. (Polio victim).

Baskin, B.H. & Harris, K.H. Notes from a Different Drummer - A Guide to Juvenile Fiction Portraying the Handicapped. New York: R.R. Bowker Co., 1977.

**Berger, G. Physical Disabilities. Watts, 1979

Bookbinder, S. Mainstreaming: What Every Child Needs to Know About Disabilities. Exceptional Parent Press, 1978.

**Brancato, R. Winning. New York: Alfred A. Knopf, 1977. (Physical Handicaps).

**Branscum, R. For the Love of Jody. New York: Lothrop, Lee and Shepard Books, 1979. (Mental retardation).

**Brooks, J. The Big Dipper Marathon. New York: E.P. Dutton, 1979. (Polio).

**Brown, R. Find Debbie. New York: The Seabury Press, 1975. (Emotional disturbance).

**Bunting, E. One More Flight. New York: Frederick Warne and Co., 1976. (Emotional disturbance).

Byars, B. The Summer of the Swans. New York: Penguin Books, 1981. (Mental Retardation).

Carrol, T. Blindness: What It Is, What It Does and How to Live With It. Little, Brown, & Co.

**Charlip, R., Ancona, M.B., & Ancona, G. Handtalk: An ABC of Finger Spelling and Sign Language. Parents Magazine Press.

**Cleaver, V., & Cleaver, B. Me Too. Lippincott, 1973. (Mental retardation).

**Corcoran, B. A Dance to Still Music. Atheneum Pub., 122 E. 42nd St., New York, NY, 10017.

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*Many of these materials could be used with both middle and high school students, although some materials may be considered more appropriate for one age group than another.

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**Cunningham, J. Burnish Me Bright. Patheon-Random House, 201 E. 5th Street, New York, NY 10022.

Current Health, October, 1979, "Handicaps Are Made Not Born," pp. 3-14 and back cover.

**Dahl, B. Finding My Way: An Autobiography. New York: E.P. Dutton & Co., Inc., 1962. (Visual Impairment).

Educating Handicapped Children, Channing L. Bete, Co., Inc. 45 Federal St., Greenfield, MA 01301. (pamphlet).

**Frick, C.H. Five Against the Odds. New York: Harcourt, Brace & World, Inc., 1955. (Physical Handicaps).

**Friis-Baastad, B. Don't Take Teddy. New York: Charles Scribner's Sons, 1967. (Mental retardation).

**Garrigue, S. Between Friends. Bradbury, 1978. (Mental retardation).

**Gerson, C. Passing Through. New York: Dial Press, 1978. (Physical handicap).

**Gilson, J. Do Bananas Chew Gum? Lothrop, 1980. (Learning disabilities).

Grealish, C. & M.J. Hackett McGee. New York: Scholastic Book Services, 1978. (Physical Disability).

Greenberg, J. In This Sign. New York, NY: Avon Books, 1970. (Deafness).

Greenfield, E. & Revis, A. Alesia. New York: Putnam Publishing Group, 1981. (Physical Disability).

**Hamilton, V. Sweet Whispers, Brother Rush. Philomel, 1982. (Mental Retardation).

**Hanlon, E. It's Too Late for Sorry. Scarsdale, NY: Bradbury Press, 1978. (Mental retardation).

**Hanlon, E. The Swing, Bradury, 1979. (Hearing impairment).

**Harries, J. They Triumphed Over Their Handicaps. Watts, 1981. (Many different disabilities).

**Haskins, J. Who Are the Handicapped? Doubleday, 1978. (Many different disabilities).

**Hayman, L. Triumph! Conquering your Physical Disability. Messner, 1982.

**Heide, F.P. Secret Dreamer, Secret Dreams. Philadelphia: J.B. Lippincott Co., 1978. (Caroline cannot speak, read, or write).

**Heide, F. Sound of Sunshine, Sound of Rain. Parents Magazine Press, 52 Vanderbilt Ave., New York, NY 10017.

**Helfman, E.S. Blissymbolics, Speaking Without Speech. New York: Elsevier/ Nelson Books, 1981.

**Helms, T. Against the Odds. Crowell, 1978. (Physical disability).

**Hocken, S. Emma & I. Dutton, 1978. (Visual impairment).

Hunt, N. World of Nigel Hunt: The Diary of a Mongoloid Youth. Garrett Publication.

**Hunter, E.F. Child of the Silent Night: The Story of Laura Bridgman. Houghton Mifflin, 1963. (Deaf/blindness).

**Hunter, E. Sue Ellen. Boston: Houghton Mifflin Company, 1969. (Learning Disabilities).

**Hyman, J. Deafness. Hastings House, 1981.

**Jacobs, L. Wilma Rudolph; Run for Glory. EMC, 1975. (Physical disability).

Kilmont, J. Long Way Up (The Other Side of the Mountain). Harper Row, Keystone Industrial Park, Scranton, PA 18512. (Physical handicaps).

**Kingman, L. Head Over Wheels. Boston: Houghton Mifflin Co., 1978. (Physical disability).

**Koob, T. The Deep Search. Philadelphia: J.B. Lippincott Co., 1969. (Mental Retardation).

Krauss, B. (Ed.). An Exceptional View of Life: The Easter Seal Story. Norfolk Island, Australia: Island Heritage Limited, 1977.

**Krents. H. To Race the Wind: An Autobiography. Putnam, 1972. (Visual impairment).

**Landvater, D. David. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976. (Physical Handicaps).

Lenihan, J. "Disabled Americans: A History" Performance (magazine). President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

**Little, J. Listen for the Singing. Dutton, 1977. (Visual impairment).

**Little, J. Look Through My Window. New York: Harper and Row Publishers, 1970.

Little, J. Mine For Keeps. Little, Brown & Co., 34 Beacon St., Bastow, MA, 02114.

**Melton, D. A Boy Called Hopeless. Indpendence, MO: Independence Press, 1976. (Brain damage).

Mental Retardation. Channing L. Bete Co., Inc., 45 Federal St., Greenfield, MA, 01301 (pamphlet).

**Milton, H.H. Blind Flight. Watts, 1980.

**Moore, C., & Gorham, K. A Reader's Guide for Parents of Children with Mental, Physical or Emotional Disabilities. DHEW Publication.

**Neimark, A.E. A Deaf Child Listened. Thomas Gallaudet, Pioneer in American Education. New York: William Morrow & Company, 1983. (Hearing Impaired).

**Neimark, A.E. Touch of Light: The Story of Louis Braille. Harcourt, Brace, 1970. (Visual impairment).

**Peare, C.O. The Helen Keller Story. Crowell, 1959. (Visual impairment).

**Peck, R.N. Clunie. New York: Alfred A. Knopf, 1979. (Mental retardation).

People Just Like You. Committee on Youth Development, Wasington, D.C.

**Robinson, V. David in Silence. Philadelphia: J.B. Lippincott Company, 1965. (Deafness).

**Rodowsky, C.F. What About Me? New York: Franklin Watts, 1976. (Mental retardation. Downs Syndrome).

**Roy, R. Frankie is Staying Back. Houghton/Clarion, 1981. (Learning disabilities).

Seeing Eye Dogs. Seeing Eye, Inc. (Comic books).

**Sherburne, Z. Why Have the Birds Stopped Singing? New York: William Morrow, 1974. (Epilepsy).

**Shyer, M.F. Welcome Home, Jellybean. New York: Charles Scribner's Sons, 1978. (Mental retardation).

**Slepian, J. The Alfred Summer. New York: MacMillan Co., 1980. (Mental retardation).

**Spence, E. The Nothing Place. New York: Harper and Row, 1973. (Hearing impaired).

**Walker, P. Twyla. Englewood Cliffs, NJ: Prentice Hall, 1973. Learning disability).

**Weiss, M. Blindness. Watts, 1980.

**Weiss, M. Seeing Through the Dark: Blind and Sighted - A Vision Shared. New York: Harcourt Brace Javanovich, 1976.

**Wolf, B. Connie's New Eyes. Philadelphia: J.B. Lippincott Co., 1976. (Connie David - blind since birth, Blythe becomes her seeing eye dog).

**Voight, C. Dicey's Song (a sequel to Homecoming). Atheneum, 1982. (Learning Disabilities).

Young, H. What Difference Does It Make, Danny? London: Andre Deutsch Ltd., 1980. (Epilepsy).

MOVIES

The Big Yellow Schooner to Byzantium. National Association for Retarded Citizens. (Discusses right to education for severely handicapped).

Coming Home. Stanfield House. (Mental Retardation).

David. Film Makers Library. (Down's Syndrome).

A Day In The Life of Bonnie Consolo. (Physical handicaps)

Everyday People. Wisconsin State Council, Knights of Columbus (Mental retardation).

Keep On Walking. National Foundation March of Dimes. (Physical handicaps).

Leo Beuerman. (Physical handicaps).

Like Other People. Perennial Education, Inc. (Physical handicaps).

Meeting the Challenge. Seeing Eye Inc. (Blindness).

Nicky: One of My Best Friends. McGraw-Hill Films. (Cerebral Palsy).

Paige. From the "People You'd Like to Know Series." Encyclopedia Britanica Corp. (Mental retardation).

People You'd Like to Know. Encyclopedia Britanica Corp. (10 movies with introductory move PL 94-142 and one on mental retardation).

What Do You Do When You See a Blind Person? American Foundation of the Blind.

FILMSTRIPS

Better Than I Thought: Eight Filmstrips to Prepare Vocational Teachers for Mainstreaming Handicapped Students. Madison, WI: University of Wisconsin, Wisconsin Vocational Studies Center, 1978.

Charly (Flowers for Algernon). Wilmette, IL: Films, Inc. 1144 Wilmette Avenue, 60091.

Children With Handicaps, Families Who Care. Parents' Magazine Films, Inc. (Includes information on legal rights and filmstrips on support from the family educators, helping professions, and community).

Families in Crisis: A Handicapped Child. (Includes a filmstrip with cassette on hardships associated with having a handicapped child).

Hello Everybody: About Handicapped Kids for Kids. Stanfield Film Association. (Includes mental retardation and five other handicaps).

Mimi: This Is Who I Am. Guidance Associates. (Physical handicaps).

People Say I'm Slow. From the "Understanding Differences" set. Learning Tree Filmstrips. (Mental retardation) (Located in UNI Curriculum Lab, Ed Center).

Teacher Training: Meeting the Challenges of Mainstreaming. Guidance Associates. (Four filmstrips; one includes 94-142 information).

Understanding Differences. Learning Tree Filmstrips. (Includes one filmstrip on mental retardation) (Located in UNI Curriculum Lab, Ed Center).